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ABSTRACT

This publication contains materials from a workshop organized to help its participants understand and apply the concept of learning centers. Chapter 1 is an introduction. Chapter 2 consists of two presentations: "Literacy and Continuing Education for Improvement of Quality of Life in Asia and the Pacific" and an explanation of the World Terakoya Movement. Chapter 3 presents conclusions from four groups representing 11 countries that shared experiences with emphasis on roles of government and nongovernmental organizations (NGOs) in learning centers and learning centers in their respective countries. Chapter 4 summarizes a session to identify roles and functions of learning centers. Chapter 5 contains reports from field visits to learning centers. Chapter 6 provides a presentation on setting up and running an effective learning centers under different socio-economic contexts and provides details of learning center programs developed by four workshop groups. Chapter 7 contains reports of the groups in which they formulate strategies to initiate and strengthen a learning center. Chapter 8 contains the physical setting for the different learning centers developed by the groups. Chapter 9 lists titles of follow-up plans for 13 countries. Chapter 10 presents results of participant evaluations of the workshop. Appendixes include keynote and welcoming addresses, participant list, and field trip groups. (YLB)

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ED 381 612

LEARNING CENTRES DEVELOPMENT

UNESCO Regional Workshop on Learning Centre Development, and NFUAJ Third Workshop for the Promotion and Development of the UNESCO Co-Action World Terakoya Movement

[Jointly organized by UNESCO/PROAP, NFUAJ and SLFI]

Colombo, Sri Lanka, 3-11 November 1994

DRAFT FINAL REPORT

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Chapter One

INTRODUCTION

In spite of remarkable progress in formal education, the Asia and Pacific Region still has three quarters of world's illiterate adult population (15 years and above). Similarly other disadvantaged population like slum dwellers, ethnic minorities, hill tribes, rural poors, street children etc. have not been able to take full benefit of the formal schooling in many countries.

To address the need of such disadvantaged population, there is a need for some non-formal education programme which provide basic education integrated with quality of life improvement services such as health, nutrition, awareness building, skills training, public safety etc. A concept of community learning centres has been promoted to carry out such programmes. Community learning centres not only provide basic education, it also provides post-literacy and continuing education to help the people and community develop continuously. These multi-purpose learning centres, by virtue of being set up and managed by the local communities at the grassroots level are uniquely poised to offer effective and efficient educational and quality of life related services to the people according to their needs and aspirations. UNESCO/PROAP and NFUAJ are both involved to help the countries in their efforts to promote learning centres through Government and Non-Government efforts.

In order to provide basic education for all, UNESCO has launched **"Asia-Pacific Programme of Education for All (APPEAL)"** since 1987. Under the APPEAL, UNESCO/PROAP has been providing assistance to the Member States to improve their basic education. Specifically it has developed **"APPEAL Training Materials for Literacy Personnel Training" (ATLP)** in 12 volumes and **APPEAL Training materials for Continuing Education Personnel (ATLP-CE)** in 8 volumes to improve the quality of literacy and continuing education in the region. Learning Centres Development is the topic of ATLP-CE volume VIII. All those materials have been prepared by the literacy and continuing education experts in the region.

The National Federation of UNESCO Associations in Japan (NFUAJ) has been promoting the development of learning centres in Asia and the Pacific and other countries providing supports to literacy education activities of local NGOs under its programme called: **"UNESCO Co-Action World Terakoya (Learning Centre) Movement."** Therefore UNESCO/PROAP and NFUAJ have jointly organized a **UNESCO Workshop on Learning Centres Development and NFUAJ Third Workshop for the Promotion and Development of UNESCO Co-Action World Terakoya Movement** together from 3 to 11 November 1994 in Colombo, Sri Lanka. Sri Lanka Foundation Institute (SLFI) is the local host of the Workshop.

OBJECTIVES

The objectives of the workshop were to help the participants understand and apply

1. Concept of Learning Centres in general;

2. Role and functions of Learning Centres;

3. Approaches and methods of preparing Learning Centres programmes under different socio-economic and cultural contexts;

4. Strategies for the setting up and improving learning centres including promotion of linkage and networking; and

5. Follow-up activities for joint action by the Government and NGOs.

PARTICIPANTS

The Workshop was attended by 49 participants and observers from Governments and Non-Government Organizations of the following countries such as Bangladesh, Cambodia, China, India, Indonesia, Lao PDR, Myanmar, Nepal, Pakistan, Republic of Korea, Sri Lanka, Thailand and Vietnam. (List of the participants and observers is given in Annex 5.)

OFFICE BEARERS

The participants were divided into four groups and each group selected its own chairperson and the group chairpersons elected Mr. Md. S. Islam Khan (Bangladesh) as president of the Workshop.

RESOURCE PERSONS

Resource Persons of the Workshop were:-

1.	Dr. D. Wesumperuma	[Sri Lanka]
2.	Mr. D.A. Perera	[Sri Lanka]
3.	Mr. Jugnu Ramaswamy	[India]

Mr. T.M. Sakya [UNESCO] was the Coordinator of the Workshop.

The list of staff members of UNESCO and NFUAJ who have assisted during the Workshop are given in the Annex 5.

INAUGURATION

The UNESCO Regional Workshop on Learning Centre Development, and NFUAJ Third Workshop for the Promotion and Development of the UNESCO Co-Action World Terakoya Movement was inaugurated by Prof. W.A. Wiswa Warnapala, Deputy Minister of Education and Higher Education on Thursday, 3 November 1994 at 09.00 hrs. at the Sri Lanka Foundation Institute, Colombo, Sri Lanka. In the beginning of his inaugural speech, Prof. Warnapala highlighted major trends of the recent political change in Sri Lanka. He emphasized that literacy rate stands at 86.2 per cent due to earlier progress in primary and secondary schools. He then stressed that Sri Lanka is now introducing the concept of life-long education based on both Buddhist and Hindu tradition. He observed that continuing education is needed to cope with a changing world situation and should provide the individual with an opportunity to pursue different interests at different stages of his/her career in a systematic way. He gave his opinion that to determine and implement a clear concept of life-long education, the social and cultural context of the people should be taken into account. In the end, he wished success of the workshop.

Mr. T.M. Sakya, Education Adviser and Coordinator of Asia-Pacific Programme of Education for All (APPEAL) delivered address on behalf of UNESCO. He welcomed all the participants, resource persons and guests on behalf of the Director-General of UNESCO, Director of PROAP and on his own behalf. Then, he thanked the Government of Sri Lanka, particularly the National Commission for UNESCO and the Sri Lanka Foundation Institute for hosting the workshop. Then he explained in brief literacy situation in the Asia-Pacific Region and highlighted major activities of Asia-Pacific Programme of Education for All (APPEAL) since 1987. He especially mentioned about APPEAL Training Materials for Literacy Personnel (ATLP), a series of continuing education materials entitled: "APPEAL Training Materials for Continuing Education Personnel (ATLP-CE) which have helped to improve literacy and continuing education in the region. In the end he explained the objectives of the workshop and hoped that the workshop will provide opportunity to discuss and understand concepts of learning centres, functions and programmes under different socio-economic and cultural contexts.

Prof. Akihiro Chiba, Chair, Committee for International Cooperation, NFUAJ delivered a speech on behalf of NFUAJ. He welcomed all the participants and thanked the Sri Lanka Foundation Institute for hosting this workshop. Then he introduced the World Terakoya Movement which started in 1990. He also informed three principles of action of NFUAJ and its major objectives. In the end, he explained as a member of the Japanese National Commission for UNESCO that Japan would continue to support the world's drive for EFA through ACCU's contribution to support of resource centres for women's literacy and literacy materials development in rural

areas and through the World Terakoya Movement, NFUAJ's grassroot action. He was very thankful to UNESCO/PROAP especially APPEAL for providing continuous support to NFUAJ's literacy programme.

PROCEDURE OF THE WORKSHOP

The Workshop was conducted through the following activities:

1. Presentation of overall concept of Learning Centres in the context of literacy and continuing education (Presentation).

2. Sharing of Country Experiences (Group Works and Plenary).

3. Roles and functions of Learning Centres (Presentation, discussion and four Station Techniques).

4. Field works.

5. Preparation of Learning Centre Programmes under Socio-Economic and Cultural situations (Presentation, Group Work and Plenary).

6. Organization and Strengthening of Learning Centres and promotion of linkage and networking (Presentation, Group Work and Plenary).

7. Preparation of the follow-up activities of the Workshop (Country team work).

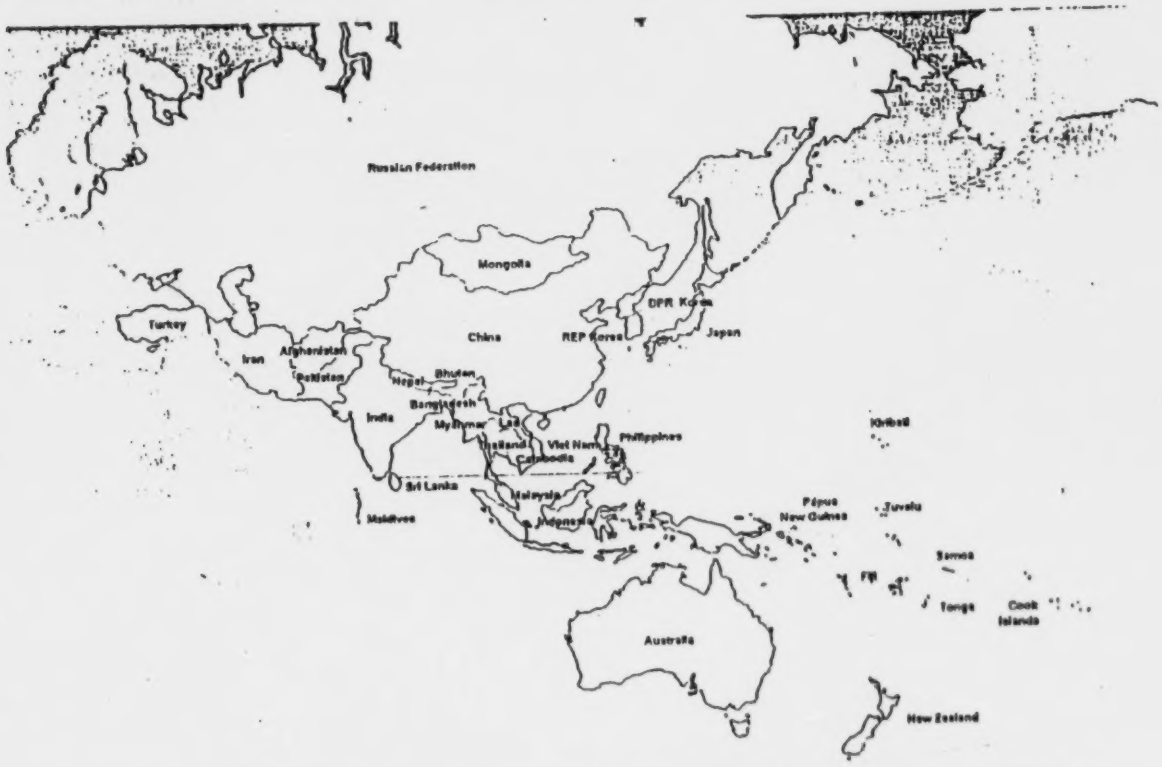
8. Evaluation.

Chapter Two

LITERACY AND CONTINUING EDUCATION FOR IMPROVEMENT OF QUALITY OF LIFE IN ASIA AND THE PACIFIC

1. PROFILE OF ASIA AND THE PACIFIC REGION

Asia and the Pacific is a vast and diverse region containing thirty-three Member States of UNESCO*. They are spread out over the region, starting with the Cook Islands in the East to Turkey in the West, the Russian Federation in the North to New Zealand in the South. About 63.3 per cent of the world's population, i.e. 3,352 million people, live in this region in 1990.



* Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Cooks Islands, DPR Korea, Fiji, India, Indonesia, Iran, Japan, Kiribati, Lao PDR, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Russian Federation, Samoa, Sri Lanka, Thailand, Tonga, Turkey, Tuvalu, and Viet Nam.

The region of Asia and the Pacific has, since sixth century B.C. to the modern times, a continuous history of extensive cultural interaction. The great religious and moral systems of thought which were cradled in Asia, were borne to different parts of the continent by a dynamic that seemed to inhere in their messages. Thus, the first turning point was surely the era around the fifth and sixth centuries B.C. - the spring time of Asian thought - when Buddhism, Confucianism, Lao Tzu and Hinduism arose and emerged in the international interaction of thought. The next great turning point was the advent of Islam on the Asian Continent and Oceania. Different languages, literature and scripts were developed in the region over the period and provided foundations for the communication among the people for religious and secular purposes. The region is diverse on many accounts. It includes the world's most populous countries such as China and India with more than one billion and 800 million people respectively, co-existing with small countries like the Cooks Island which have only about 20 million people. Similarly, highly developed countries like Japan, Australia, New Zealand and the Russian Republic live together with a number of lesser developed countries such as Afghanistan, Bangladesh, Bhutan, Nepal, etc. And in between, newly industrialized countries like the Republic of Korea, Singapore, Malaysia, Thailand, Hong Kong, Taiwan and South China are attracting the world's attention for their brilliant performance in the economic field amidst recessions in other parts of the world. The mass media enthusiastically refer to East Asia as the fastest growing economy in the world. In contrast to this bright scenario, there is also bleak scenario which shows that the region has about 830 million people living under absolute poverty conditions.

2. Education and Literacy Situation

There seems to be a high correlation between poverty and illiteracy. Most of the people who are living under absolute poverty situations are the illiterates. Most of the countries in the region started their campaign for mass education in the 1950s after gaining political freedom from their colonial rulers. In 1960 a regional plan called Karachi Plan was launched by UNESCO with the aim to provide seven years of primary education to all children between 6 to 12 years of age by 1980. The Karachi Plan helped many countries expand primary education in an organized manner, however, the target of providing universal primary education by 1980 was not achieved in the region.

Experience in the region in the 1980s shows that linear expansion of formal primary education alone does not suffice in providing education for all. It is the combined approach of promoting primary education, literacy and continuing education which will bring progress. Thus, it is necessary to have a comprehensive education plan to provide basic education for all children, youth and adults in schools and out-of-schools.

Realizing this fact, the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP VI) recommended that UNESCO plan and implement a regional programme to universalize primary education and eradicate illiteracy by the year 2000. The General Conference of UNESCO (1985) authorized the Director-General to

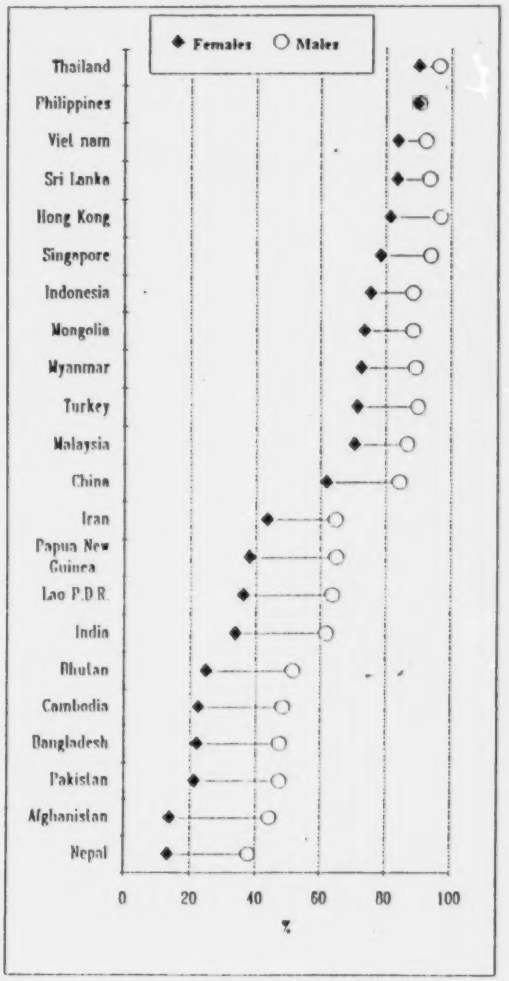
prepare and launch the Asia-Pacific Programme of Education for All (APPEAL) in February 1987 in New Delhi. The objectives of APPEAL are threefold: to achieve universal primary education, to eradicate illiteracy, and to provide continuing education. Since the launching of APPEAL, the Member States have taken a holistic view of basic education and are planning and managing basic education for all in an integrated and co-ordinated manner.

The World Conference on Education for All held in Jomtien, Thailand in March 1990 focused the worlds' attention on basic education. The World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs adopted by the conference has helped to strengthen countries resolve to achieve EFA by the year 2000.

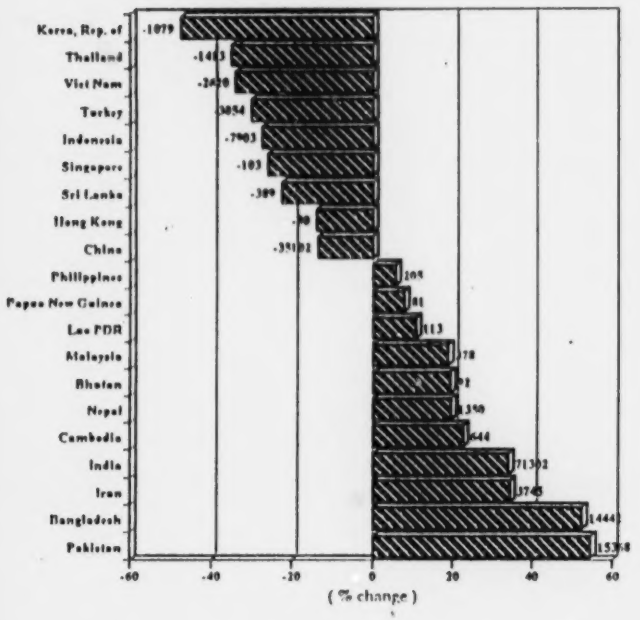
The progress of education expansion between 1980 and 1990 was impressive. Within this period primary school enrolment grew from 348 million in 1980 to 373 million in 1990 (by 0.7 per cent per year); secondary school enrolment increased from 155 million in 1980 to 191 million in 1990 (by about 2.1 per cent per year). The highest growth rate was seen in the Higher Education level, the level of enrolment in higher education more than doubled over two decades 1970-1990, from 11 million to 26 million with an average annual growth of 4.2 per cent. The literacy rate also improved from 55.4 per cent in 1980 to 65.2 per cent in 1990. But the sad fact is that the number of illiterates also increased from 685 million in 1980 to 695 million in 1990. Most of the illiterates are female. Between 1980 and 1990, the number of female illiterates grew from 432 million to 446 million whereas the male illiterates decreased from 254 million to 249 million within the same period. Female illiteracy remains a major challenge in many countries. The following figure illustrates the gap between male and female literacy.

After the launching of APPEAL and the Jomtien Conference, most of the countries in the region prepared their national education for all plan of action. They are making a concerted effort to provide education for all through both formal and non-formal methods of basic education. Many countries have been able to reduce the number of illiterates between 1970 and 1980, but some countries added the number of illiterates during the same period. The following figure shows the change in the illiteracy situation in selected countries.

Estimated adult literacy rates by sex 1990



Adult illiterates in selected countries - Changes in number (thousands) and percentage 1970-1990



According to UNESCO's 1990 statistics there are three groups of countries in the region in terms of illiteracy rate, i.e. Group A with illiteracy rates between 1 to 20 per cent, Group B with illiteracy rates between 21 to 50 per cent and Group C which has more than a 50 per cent illiteracy rate. The following chart shows the grouping.

Percentage of Illiterates	Number	Countries
Group A 1-20 per cent	13	Australia (1), Fiji (13), Japan (1), Korea DPR (4), Korea Rep. of (3.7), Mongolia (7), Myanmar (19.4), New Zealand (1), Philippines (10.3), Thailand (7), Sri Lanka (11.6), Turkey (19.3), Viet Nam (12.4)
Group B 21-50 per cent	6	Indonesia (23), Malaysia (21.6), China (26.7), Iran (46), Lao PDR (46), Papua New Guinea (40)
Group C 50 or more per cent	7	Afghanistan (70.6), Bangladesh (64.7), Bhutan (61.6), India (51.8), Cambodia (64.8), Pakistan (65.2), Nepal (74.4)
	26	

As a follow-up to the Jomtien Conference, APPEAL made a survey of basic education needs in developing countries belonging to the three groups above. The three groups indicated their priority of needs as given below:

Priority needs of Group A countries

- Reduce drop-out and increase survival rate especially among girls and disadvantaged children
- Improve quality of primary education
- Extend compulsory schooling years
- Improve functional literacy programmes
- Enhance continuing education including skills training
- Provide pre-primary education on a mass scale

Priority needs of Group B countries

- Strengthen primary education to enrol more girls and disadvantaged groups
- Reduce drop-out and increase survival rate

- Improve quality of primary education

- Improve and strengthen literacy and non-formal education for children and youth

- Promote continuing education for neo-literate in rural and urban areas.

Priority needs of Group C countries

- Strengthen infrastructure for basic education

- Improve primary education in all aspects -- enrolment, retention and graduation

- Strengthen special programme for girls and disadvantaged children

- Improve literacy/non-formal education programme for out-of-school children, youth and adults

- Promote post-literacy and continuing education link with work

In order to review the progress of all activities under the education for all programme and to strengthen national and regional actions on EFA, twenty-two Member States have formed a National Co-ordination Committee for APPEAL (Afghanistan, Australia, Bangladesh, China, India, Indonesia, Japan, Laos, Malaysia, Maldives, Myanmar, Nepal, New Zealand, Pakistan, Papua new Guinea, Philippines, Republic of Korea, Viet Nam, Thailand, Sri Lanka, Tonga, Samoa). The Chairperson/Head of the National Co-ordination Mechanism for APPEAL meets once in two years in the Meeting for Regional Co-ordination for APPEAL at the regional level. The First, Second and Third Meeting for Regional Co-ordination of APPEAL were held in 1988, 1990 and 1992 respectively. The Meeting has greatly helped to monitor the progress on EFA in the Member States and to strengthen EFA activities at the national and regional levels.

3. Development of Literacy and Continuing Education for the Improvement of Quality of Life

The World Conference of Ministers of Education on the Eradication of Illiteracy held in the Asian city of Teheran in 1965 noted that "the attainment of literacy by the hundreds of millions of adults who are still illiterates is of fundamental importance for full economic and social development." The importance of education has long been recognized, however, the programmes that have been implemented such as the Experimental World Literacy Programme initiated in 1966 by UNESCO and UNDP in Afghanistan, Iran and India had varying degrees of success. At the same time, many countries like China, Myanmar, Viet Nam and Laos launched national literacy campaigns. At certain points the education experts debated the relative benefits of launching a massive literacy campaign versus initiating functional literacy programmes at certain selected places. From experience, it has been found that mass campaigns can be effective in mobilizing political and social

forces in a country to tackle the problem of illiteracy. On the other hand, selective functional literacy programmes have been more effective in making literacy programmes quality of life improvement oriented as well as in developing need-based curriculum and learning materials for the literacy programme.

Countries like Malaysia, the Philippines and Thailand chose the selective functional literacy programme approach. Many countries, however, have modified and adopted both approaches so that one system complements the other. In Indonesia, after the conclusion of the mass campaign, the country implemented a basic education programme and later the large scale and more functional Kejar-Packet A was initiated. Nepal began literacy efforts with an experimental functional literacy programme designed to develop institutional network and technical capabilities. They are now being used to implement a national literacy campaign.

In Thailand the first literacy campaign was launched in 1940 to prepare the population for the democratic process. This was followed by various functional literacy projects in some selected areas. Then it again launched a second literacy campaign in 1983 for two/three years ..

Taking those experiences into account, in 1987 under **Asia-Pacific Programme of Education for All (APPEAL)**, literacy experts developed a common approach for developing literacy curriculum, learning materials and training of teachers under the title of **APPEAL Training Materials for Literacy Personnel (ATLP)**.

The Literacy Programme under APPEAL has three levels:

Level I	:	Basic Level
Level II	:	Middle Level
Level III	:	Self-Learning Level

There are twenty-four teaching/learning units for the entire programme i.e. 12 units for level I, 8 units for Level II and 4 units for Level III.

The ATLP curriculum is based on 200 hours of instruction including time for practicing skills. The instructional time has been proportioned over three levels in the approximate ratio 3 : 2 : 1. The reason for this is that beginners need considerable time to develop basic skills, whereas once these skills have been established progress is more rapid.

The ATLP curriculum has

a) combined literacy skills and functional contents;

b) identified functional needs common to member countries;

c) developed and produced exemplar lesson materials for curriculum unit adopting systems approach, and

d) provided guidelines to teachers and supervisors for the adaptation and utilization the curriculum and learning materials according to their countries needs and situation.

ATLP curriculum grid is shown below:

Scope of Training Manuals

Levels / *Content Areas*	*Level I (Basic Level)*			*Level II (Middle Level)*		*Level III (Self-Learning Level)*
	I.1	*I.2*	*I.3*	*II.1*	*II.2*	*III*
A. Family Life	IA.1 1 Family Members, Their Roles & Responsibilities	IA.2 5 Supplementing Family Income	IA.3 9 Extra Money for the Family	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs and Traditions	IIIA 21 Responsible Parenthood
B. Economics and Income	IB.1 2 Work and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agriculture	IIB.1 14 Home Gardening	IIB.2 18 Village Co-operatives	IIIB 22 Entrepreneurship
C. Health	IC.1 3 Food, Water & Nutrition	IC.2 7 Health Family	IC.3 11 Common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Consciousness	ID.1 4 Rights and Duties	ID.2 8 People's Participation in Development & Cleanliness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People Are Equal	IIID 24 My Country

The Curriculum Grid – The functional content of 24 literacy training manuals arranged as a teaching sequence in a curriculum grid.

ATLP Volume 1 : Principle of Curriculum Design gives objectives and the learning outcome of each level and the detail scope and sequence of the curriculum.

In brief, the following are the essential literacy skills applicable to daily life included in the curriculum.

Essential Literacy Skills

1. Understand links between speech and print

   - left to right or right to left or top to bottom
   - words make sounds
   - words have meaning

2. *Word recognition and comprehension*

   - context clue
   - phonic analysis
   - structure analysis
   - comprehension

3. *Recording and communicating*

   - writing down name, numbers, addresses
   - making simple notes/letters
   - filling out forms, receipts

4. *Following instructions*

   - read directions, road signs, posters
   - read labels on medicine and foodstuffs and follow instructions

5. *Finding the main ideas*

   - find out about the weight, price, differences, similarities, facts, opinions, etc.

6. *Numeracy*

   - adding
   - subtracting
   - multiplying
   - dividing
   - higher skills (e.g., fractions, ratios, etc.)

The following are the essential functional contents included in the curriculum.

Practical Functional Content of a Literacy Curriculum

A. Family Life

A.1 Family members - their roles and responsibilities
A.2 Supplementary family income
A.3 The family as a social institution
A.4 Family needs and budgeting

A.5 Family customs and traditions
A.6 Responsible parenthood

B. Economics and Income

B.1 Work and income
B.2 Daily saving
B.3 Improved agriculture
B.4 Home gardening
B.5 Village co-operatives
B.6 Entrepreneurship

C. Health

C.1 Food, water and nutrition
C.2 Healthy family
C.3 Common diseases
C.4 Health problems
C.5 Community health
C.6 Health services

D. Civic Consciousness

D.1 Rights and duties
D.2 People's participation in development and cleanliness
D.3 Our forests
D.4 Our culture
D.5 All people are equal
D.6 My country

Curriculum Principles

The ATLP curriculum has considered the following criteria:

1. Progressively building literacy skills from easy to difficult levels.

2. Functional contents showing logical development from simple concepts to complex concepts.

3. Dealing with topics of immediate concern to the learners to topics of distant concern gradually.

4. Literacy skills and functional knowledge sequenced in levels of progression defined in terms of specified learning outcomes.

5. A concentrically planned curriculum enabling learners to repeatedly re-examine the main areas of functional content at different levels of understanding using steadily improving literacy skills.

6. Linking functional concepts with the literacy skills at each teaching-learning unit.

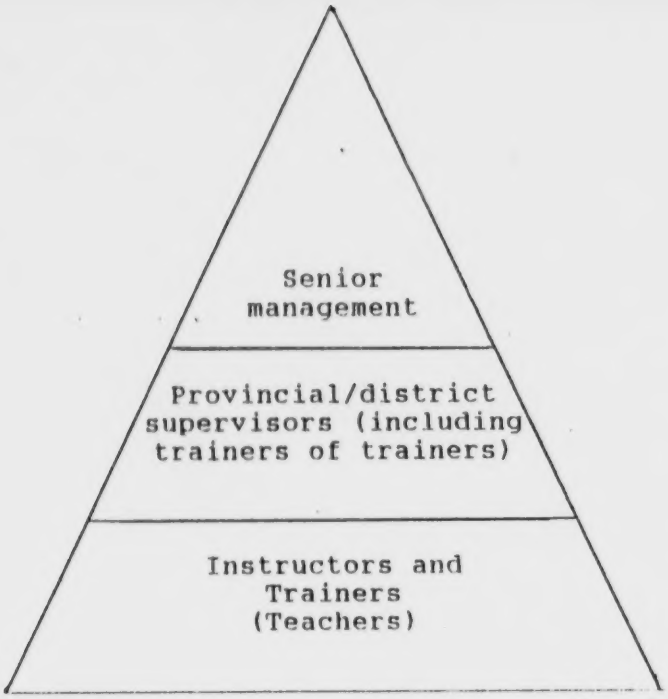
ATLP Volumes

There are twelve volumes of ATLP as given below:

Volume No.	Title and Scope
1	Principles of Curriculum Design for Literacy Training
2	Principles of Resource Design for Literacy Training
3	Manual for Senior Administrators of Literacy Training Programme
4	Manual for Supervisors - Resource Development and Training Procedures
5	Exemplar Training Manual - Extra Money for the Family
6	Exemplar Training Manual - Our Forests
7	Exemplar Training Manual - Village Co-operative
8	Exemplar Training Manual - Health Services
9	Specifications for Additional Exemplar Training Manuals
10	Post-Literacy Activities and Continuing Education
11	Evaluating a Literacy Training Programme
12	Implementing a Literacy Training Programme

Different levels of literacy personnel

They have served as valuable resource materials for the training of the following three levels of literacy personnel.



Success of any programme depends upon the skills of personnel who plan and manage the programme. In Asia and the Pacific, the countries are quite aware of the need for proper training of instructors (level C) personnel, supervisors and trainers of trainers (level B) personnel and senior management personnel (level A) personnel.

APPEAL Training Materials for Literacy Personnel (ATLP) has separate volumes for the training of level A, B and C personnel. For example ATLP volume 3 is basically addressed to level A personnel where as volume 4 is designed for level B personnel. Other volumes are suitable to train both level B and level C personnel.

UNESCO/PROAP has also developed an APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM) which are used to train planners and managers of literacy and continuing education personnel every year.

In 1992 a Regional Seminar on Mobilization of Partners was held in Sri Lanka in co-operation with a regional NGO called ASPBAE. The seminar has made a number of suggestions to strengthen co-operation between government agencies and NGOs at various levels for the promotion of education for all programmes.

Training Network for APPEAL

Some Member States in the region have set up national and sub-national personnel training institutes. Others are in the process of establishing such institutional infrastructures. In 1987, APPEAL organized a training network to facilitate the exchange of information, documents, experience and expertise, and to strengthen the institutional frameworks of the literacy personnel training within the Member States. The training network has facilitated the

training of literacy personnel at the regional, national and sub-national levels.

Regional and National Training Courses

ATLP has been widely appreciated and utilized by the Member States. So far ten countries, i.e. Afghanistan, Bangladesh, China, Indonesia, Laos, Malaysia, Pakistan, Thailand, Tonga and Viet Nam have translated ATLP to their national languages.

UNESCO/PROAP has organized one Regional and Seven Sub-Regional Workshops which provided training to more than 250 key literacy personnel from the Member States. Following up the Regional and Sub-Regional Training Workshops, thirteen Member States, i.e. Afghanistan, Bangladesh, China, Indonesia, Lao PDR, Malaysia, Myanmar, Maldives, Nepal, Pakistan, Philippines, Samoa, Thailand, Tonga and Viet Nam have organized 45 national training courses providing training to more than 2000 teacher-trainers, supervisors and instructors in their countries between 1990 to 1993.

Quality of life improvement is at the heart of literacy and post-literacy curriculum in all the countries in Asia and the Pacific. APPEAL has developed a change model to provide the framework for quality of life improvement literacy and continuing education programmes. According to the model the role of education is to equip and empower the people to

- assess the present situation;
- formulate a vision of the desired future;
- identify priority for interventions;
- formulate action plans and engage in active action;
- influence environmental and institutional factors, and
- monitor and evaluate outcomes.

Utilizing the framework, many countries have revised or improved their curriculum and learning activities.

For example, Indonesia's Kejar Packet A has grouped teaching/learning units into six clusters i.e. health, culture, income, population, environment and national unity. The Maldives curriculum includes (a) Family life, (b) Economic and Income, (c) Health, and (d) Religious Awareness. Malaysia has concentrated mainly on (a) Economy, (b) Health, (c) Education, and (d) Civic Consciousness. Myanmar's curriculum stresses (a) Self-Development, (b) Wood working, (c) Livestock Breeding, (d) Agriculture, (e) Economics.

Nepal developed its curriculum covering areas in (a) Family Life, (b) Economic and Income, (c) Health, (d) Civic Consciousness. The Philippines' curriculum is broader covering such areas as (a) Family Life, (b) Economics and Income, (c) Health, (d) Environment, (e) Civics and Culture, and (f) Values Development. Pakistan has concentrated on the following four areas (a) Family Life, (b) Economics and Income, (c) Health, and (d) Civic Consciousness. The Republic of Viet Nam has adopted a curriculum covering mainly (a) Family Economic, (b) Health, (c) Culture, and (d) Civic Consciousness. Thailand has a very decentralized system of curriculum development. Each district is allowed to develop a

local curriculum within the framework given by the central Government. UNESCO/PROAP provided assistance to Northern, Central and Southern Regional Non-Formal Education Centres to develop their local curriculum. Quality of Life improvement topics such as cash crops promotion, health, nutrition, community development, public relation, group dynamic, etc. are very common topics in their local curriculum.

4. Learning Continuum in the Context of Life-long Learning

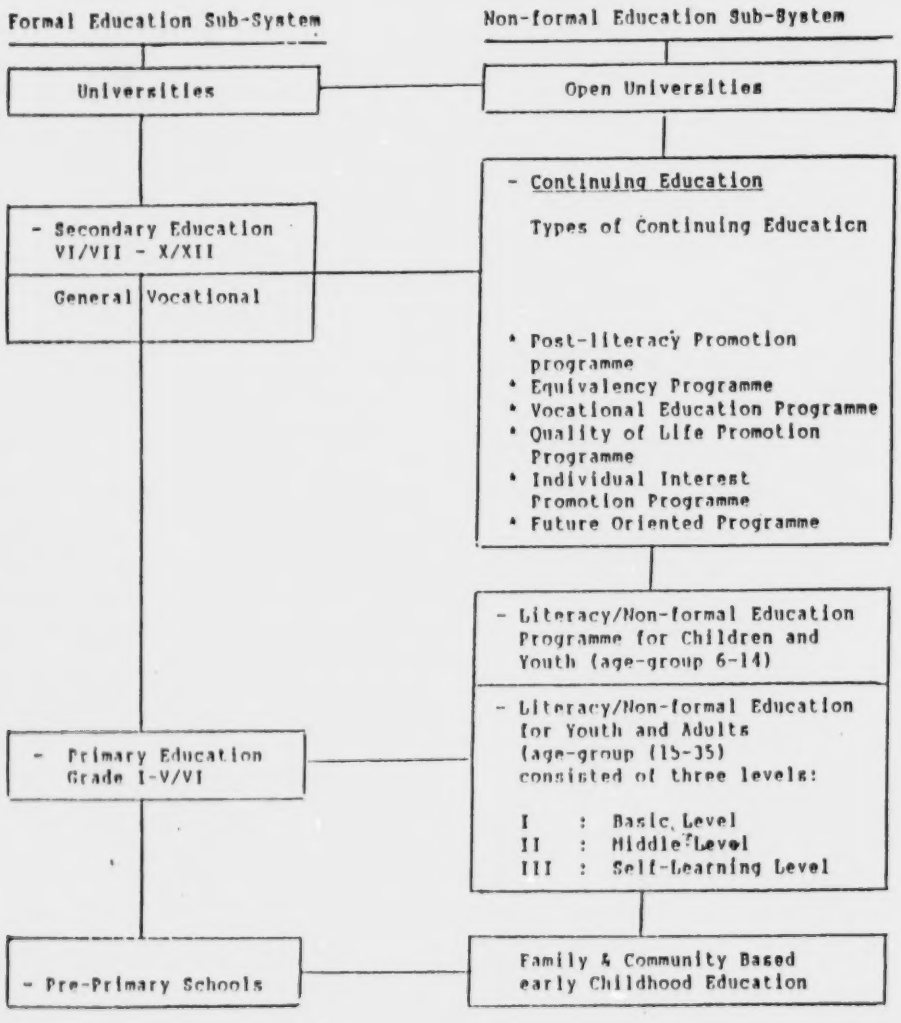
UNESCO has attempted to promote the idea of a "learning society" all over the world through its very famous report called: "Learning to be : The World of Education, Today and Tomorrow, Paris, UNESCO, 1972. The report recommended that all countries try to promote a learning society whereby everybody learns as well as teaches others throughout one's life. In a learning society schools and colleges as well as all other organizations such as factories, business enterprises, religious and social organizations, work as education providers. In the 1970s and 1980s, it was very difficult for many developing countries to promote the idea of a learning society. At that time many children, youth and adults did not even have a chance to acquire basic education. But now the development of learning societies is becoming more and more viable. In Asia and the Pacific, with the exception of a few countries in South Asia, almost all the countries have been able to provide basic education for a majority of their population. All these countries are aware that education and human resource development will play a key role in the twenty-first century. Therefore, they are eager to promote a learning society in each of their countries in preparation for information age.

Development thinkers and futurists have one common message, namely that the 21st century will be a "knowedge-based" age. Those who can acquire, understand and use knowledge will prosper and those who cannot will lag behind. Due to the mass-media, information is in abundance. We are bombarded by information through radio, T.V. and the printed media everyday. But information alone is not helpful unless it is properly organized, analyzed and synthesized with some objectives in mind. Education enables people to analyze and synthesize information in a systematic way and to use it wisely so that the individual and the society can prosper. No society can abolish schools and universities, but nobody can claim that what we learn in school and college will be sufficient throughout a life time. Situations change continuously, forcing people to learn new things all the time, hence the need for life-long learning systems. The role of literacy and continuing education is to help people acquire knowledge to help them according to their needs and arrange and use the information systematically, to improve their quality of life.

In the past, Education in Asia and the Pacific as in many other regions, had been viewed as primarily formal education at the expense of non-formal education. This view is contrary to the idea of learning society which promotes holistic perspective of education. Recently the situation has been changing.

Now Education is viewed as a single system consisting of formal and non-formal education sub-systems. The following figure illustrates the system.

Educational System


Formal Education Sub-System
Non-formal Education Sub-System
Universities
Open Universities
- Secondary Education VI/VII - X/XII
General
Vocational
- Continuing Education
Types of Continuing Education
* Post-literacy Promotion programme
* Equivalency Programme
* Vocational Education Programme
* Quality of Life Promotion Programme
* Individual Interest Promotion Programme
* Future Oriented Programme
- Literacy/Non-formal Education Programme for Children and Youth (age-group 6-14)
- Literacy/Non-formal Education for Youth and Adults (age-group (15-35) consisted of three levels:
I : Basic Level
II : Middle Level
III : Self-Learning Level
- Primary Education Grade I-V/VI
- Pre-Primary Schools
Family & Community Based early Childhood Education

The holistic view of education supports the concept of the learning continuum which encourages life-long learning. Learning is not a finite conception, no stage of learning should be viewed as final. Therefore, the goal of the learning continuum is not only achieving literacy standards, but more so to promote the idea of life-long learning itself. The learning continuum adopted by APPEAL is shown below.

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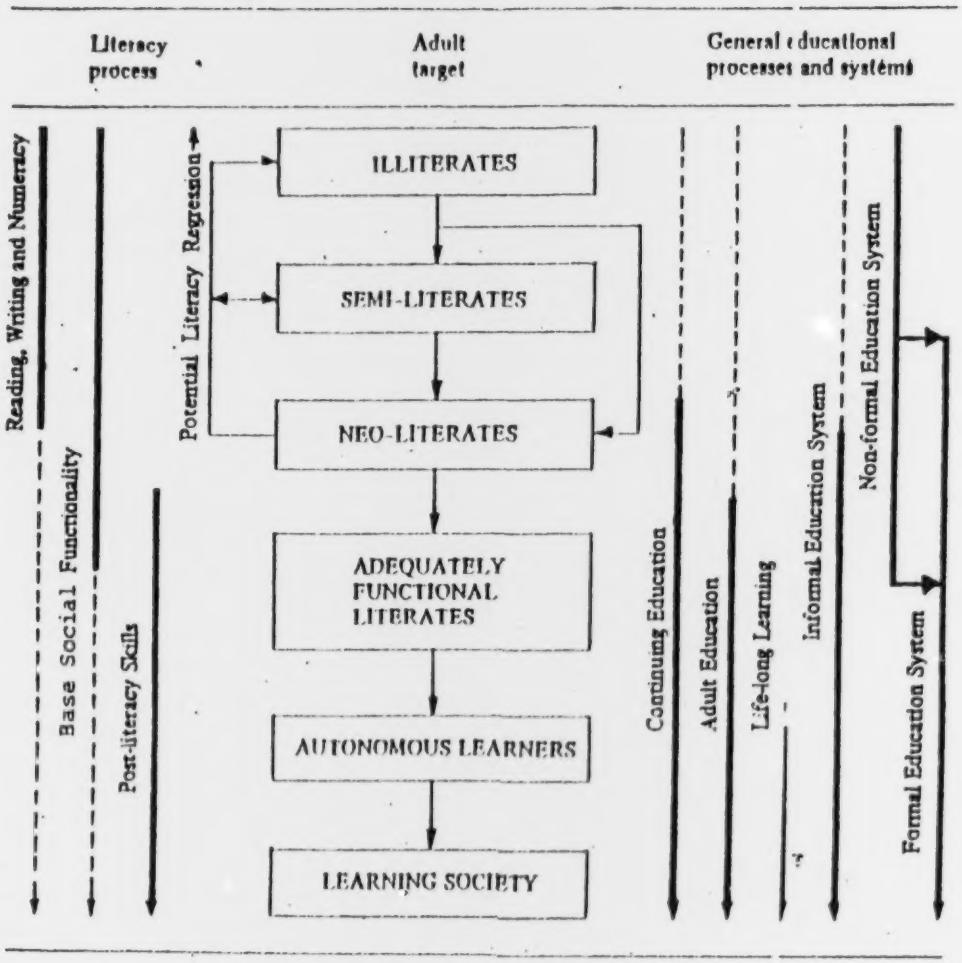
Learning Continuum

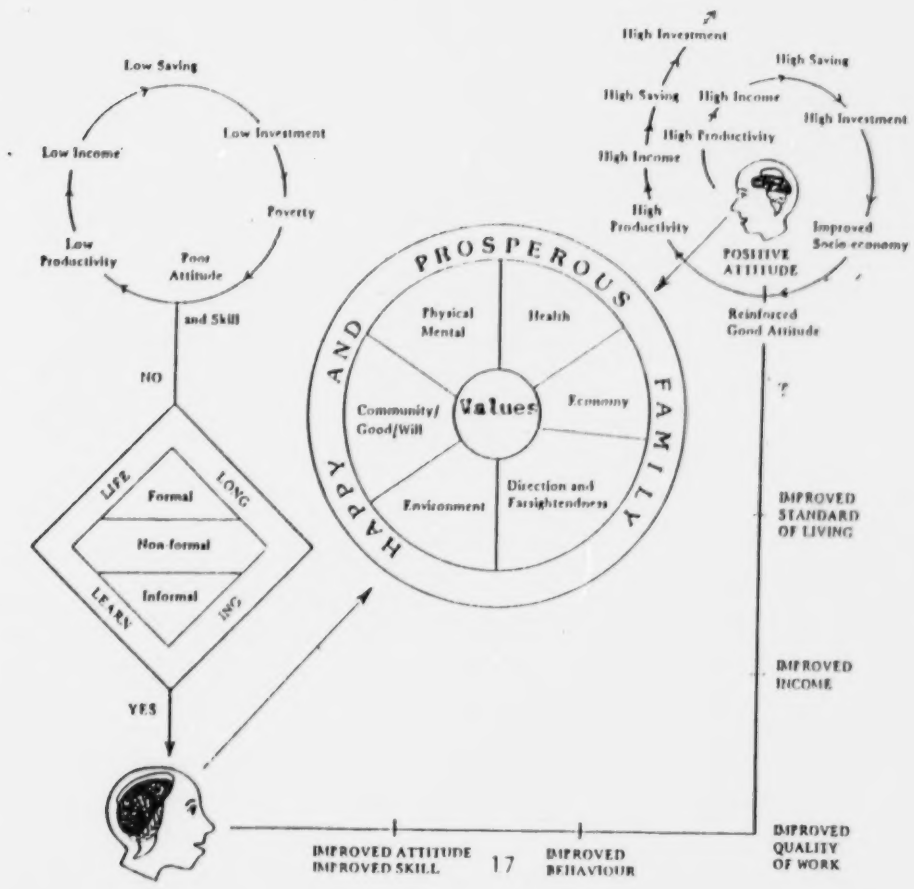


Since the countries have viewed their education policies from the perspective of formal education alone, many countries do not have any policy on non-formal education.

Therefore, APPEAL has been working very closely with these Member States to improve their policy, planning, management, system of non-formal education so that education can help develop human resources in a broader sense as defined by the Human Development Report 1991 published by UNDP., i.e. *"Human development is defined as the processes of enlarging the range of people's choices - increasing their opportunities for education, health care, income, and employment, and covering the full range of human choices from a sound physical environment to economic and political freedoms."*

Appropriately educated people develop positive attitudes and skills, can improve the quality of their work and can increase their incomes. People can save and invest and a general upgrading of the socio-economic structure of society occurs based on the emergence of secure, happy and prosperous individuals and families. With such improved human resources and in particular because of both a stronger domestic economic and an improved quality of the human mind, the third world would be better able to manage its scarce national resources and so ensure effective, appropriate and sustainable development. The role of life-long education in the development of people is illustrated by the figure given below:

Figure Lifelong Learning and Human Development



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5. Promotion of Continuing Education System

The countries in East, South East and the Pacific sub-regions are trying to extend their compulsory school education to 8 or 9 years of schooling. In parallel, they are trying to provide post-literacy and continuing education to all youth and adults who are out-of-school through non-formal methods. In fact, all the countries in the Region are trying to promote and improve their post-literacy and continuing education programme. Therefore, based on the successful experience of ATLP, UNESCO Principal Regional Office for Asia and the Pacific (PROAP) is developing a series of manuals on Continuing Education with the help of literacy and continuing education experts from different countries in the region.

The First Meeting for Regional Co-ordination of APPEAL held in 1988 recommended that APPEAL promote the following six types of continuing education programmes in the Region. They are

Types

1. Post-Literacy Programme (PLP)
2. Equivalency Programmes (EP)
3. Quality of Life Improvement Programmes (QLIP)
4. Income-Generating Programmes (IGP)
5. Individual Interest Programmes (IIP)
6. Future Oriented Programmes (FOP)

Objectives

1. To inculcate habit of continuous learning and reading habits.

2. To upgrade general/vocational education levels.

3. To generate awareness on quality of life and to empower to engage in action to improve the Quality of Life.

4. To equip with technical, vocational and entrepreneurial competencies.

5. To enable to pursue and improve individual interest activities.

6. To encourage to foresee and prepare for future.

UNESCO has organized a series of Technical Working Group Meeting of Experts to develop a series of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE). So far it has developed the following manuals.

ATLP-CE Volume I : New Policies and Directions for Continuing Education Programme

ATLP-CE Volume II : Post-Literacy Programme

ATLP-CE Volume III: Equivalency Programme

Post-Literacy Levels

Functional Content	Competency Level I	Competency Level II	Competency Level III
1. Science & Technology for everyday life	(Specific Indicators are provided for each level)		
2. Social, economic, cultural and political consciousness			
3. Civic & Moral values			
4. Job related knowledge and skills			
5. Others			

Technical Literacy Skills	Competency Level I	Competency Level II	Competency Level III
A. Reading Skills			
- Words Recognition			
- Sentence length			
- Paragraph length			
- Total words			
- Number of pages			
B. Writing Skills			
- Format		(Specific indicators are provided for each level)	
- Structure			
- Function			
C. Numerical Skills			
- Arithmetical Skills			
- Graphs, tables &			
- Geometric figures			

Literacy Skills	Competency Level I	Competency Level II	Competency Level III
D. General Mental Skills			
- Vocabulary Building			
- Building General Knowledge	(Specific indicators are provided for each level)		
- Establishing mental schemes			
- Critical reasoning			
- Problem solving			

ATLP-CE Volume IV : Quality of Life Improvement Programme

ATLP-CE Volume V : Income-Generating Programme

Two more manuals will be developed very soon:-

ATLP-CE Volume VI : Individual Interest Promotion Programme,

ATLP-CE Volume VII: Future Oriented Programme

Both ATLP and ATLP-CE define levels of literacy and post-literacy achievement not in terms of grade equivalents but in terms of competencies. In ATLP these competencies are in both technical aspects of reading writing and numeracy as well as in terms of functionality in areas of socially relevant knowledge.

The post-literacy programme under ATLP-CE (see especially ATLP-CE Volume II) has also defined competencies in terms of those general mental skills required for advanced reading and extended independent study.

This idea is illustrated below for the ATLP-CE Post-literacy programme (ATLP-CE Volume II).

What ATLP and ATLP-CE has achieved, therefore, is a framework for designing basic literacy, post-literacy and other types of continuing education programmes for people with defined levels of competence in the technical requirements of reading, writing numeracy, in general areas of functional knowledge, and in those mental skills needed for advanced study, especially advanced reading.

Both ATLP and ATLP-CE are only examples, they are not prescriptions for countries to follow. It is already stated that each country should develop its own literacy/continuing education programmes applying their own definitions, concepts, methods and delivery systems. However, the manuals prepared under the series of ATLP and ATLP-CE can be used as reference.

In order to disseminate ATLP-CE and to provide training for continuing education personnel in the countries of Asia and the Pacific, UNESCO/PROAP will organize a series of Regional Training Workshops for Training of Continuing Education Personnel beginning from 1993. Negotiations are underway to organize the first such workshop in Thailand in August 1993. After the Regional Workshop, the Member States will be provided assistance to translate and disseminate ATLP-CE manuals in their national languages and to organize National Training Workshops to train more continuing education personnel in their countries.

5. Community Learning Centres

In order to promote continuing education, it is very important to establish learning centres in every community not only as rural libraries but as multi-purpose organizations with various activities such as information and resource dissemination, education and training, networking and community development activities. Therefore, APPEAL has viewed the local learning centres as building blocks for a life-long learning system. If learning centres can be developed properly in villages, townships, and in big cities, they will provide a structure and mechanism for promoting life-long learning in a more planned and systematic way. Learning centres should be promoted mainly through the initiatives of communities and NGOs. But Governments must also provide full support. First of all Governments must formulate a national policy to promote community learning centres and to allocate funds. Governments must make rules and regulations on setting up learning centres under various situations. For example, a learning centre in urban and rural areas will be different. Similarly, learning centres attached to established institutions will be different from voluntarily established ones.

6. Development of Learning Materials

There is a popular saying in Asia that if you want a person to be literate, the first thing to do is to provide him/her with a book. Therefore, the importance of reading materials for literacy and continuing education cannot be overemphasized. No literacy and continuing education programme will succeed unless relevant, interesting, and useful learning materials are provided for out-of-school youths and adults.

Unfortunately, development and publishing of learning materials of illiterates, semi-literate, and newly-literates, have received very low priority from the government as well as from the private publishers. Thus, for a long period of time, children's books were used for literacy programmes. Only after some time separate texts were prepared. But these texts were prepared in the same manner as children's books.

Analytical, synthetic, and eclectic methods of literacy teaching were sometimes discussed, however, due to the lack of systematic research and development efforts in the application of those methods, they were not applied in actual situations. But key word method and global method have gained popularity as of late. Some countries like Thailand, Indonesia, Nepal, etc., have written their literacy books based on generative key words. The Philippines has written books following the phonetic method called Magvasakita.

Recognizing the importance of learning materials, UNESCO/PROAP and Asian Cultural Centre for UNESCO (ACCU) launched a joint project entitled, "Asian Joint Production (AJP) Programme." Under this programme, a series of learning materials were developed through a participatory method, i.e. the writers, illustrators, and literacy instructors were brought together to draft learning materials based on a survey of learners' needs and interests. By 1992, forty-four prototypes of neo-literate materials had been printed and disseminated under this scheme. These prototype materials have been translated and adapted by 13 countries in the region. Every year under the AJP programme, Regional and National level training courses are held to train writers, illustrators, designers and administrators of the learning materials in the region.

A Guidebook for Development and Production of Materials for Neo-Literates, published in 1985, was widely used by the countries. The second, improved edition of the guidebook was published in 1992, assimilating experiences gained during the training courses between 1985 to 1990.

Generally the learning materials are classified into three categories:

7. Motivational Materials

These materials are designed primarily to motivate different groups of people to participate in the literacy programme. Motivational materials are important for the actual learners, however, they are even more important for the local leaders, educated elites, politicians, administrators and the public in general because these people help to support the launching and implementation of literacy programmes. Generally two types of materials are used for motivational purposes:

a) Printed materials such as posters, illustrated pamphlets or brochures, comic strips, street banners, etc.

b) Non-Printed materials such as films, film strips, radio play, video play, radio/film/video slogans, street plays, folk media, etc.

8. Instructional Materials

Instructional materials are prepared following national and local curriculum. This practice of using a curriculum was adopted after the introduction of APPEAL. According to this method, first the curriculum experts, writers, illustrators, literacy supervisors, and instructors conduct a survey of the local situation, i.e., learners' needs, interests, and availability of resources. Next they prepare the curriculum either at the national or local level, according to their government policy. Then they decide on a theme and topics for developing the instructional material. The instructional materials are made up of two parts: (a) the learners' book and (b) the teachers' guide. When writing the instructional materials, three aspects of the teaching-learning process are clearly identified:

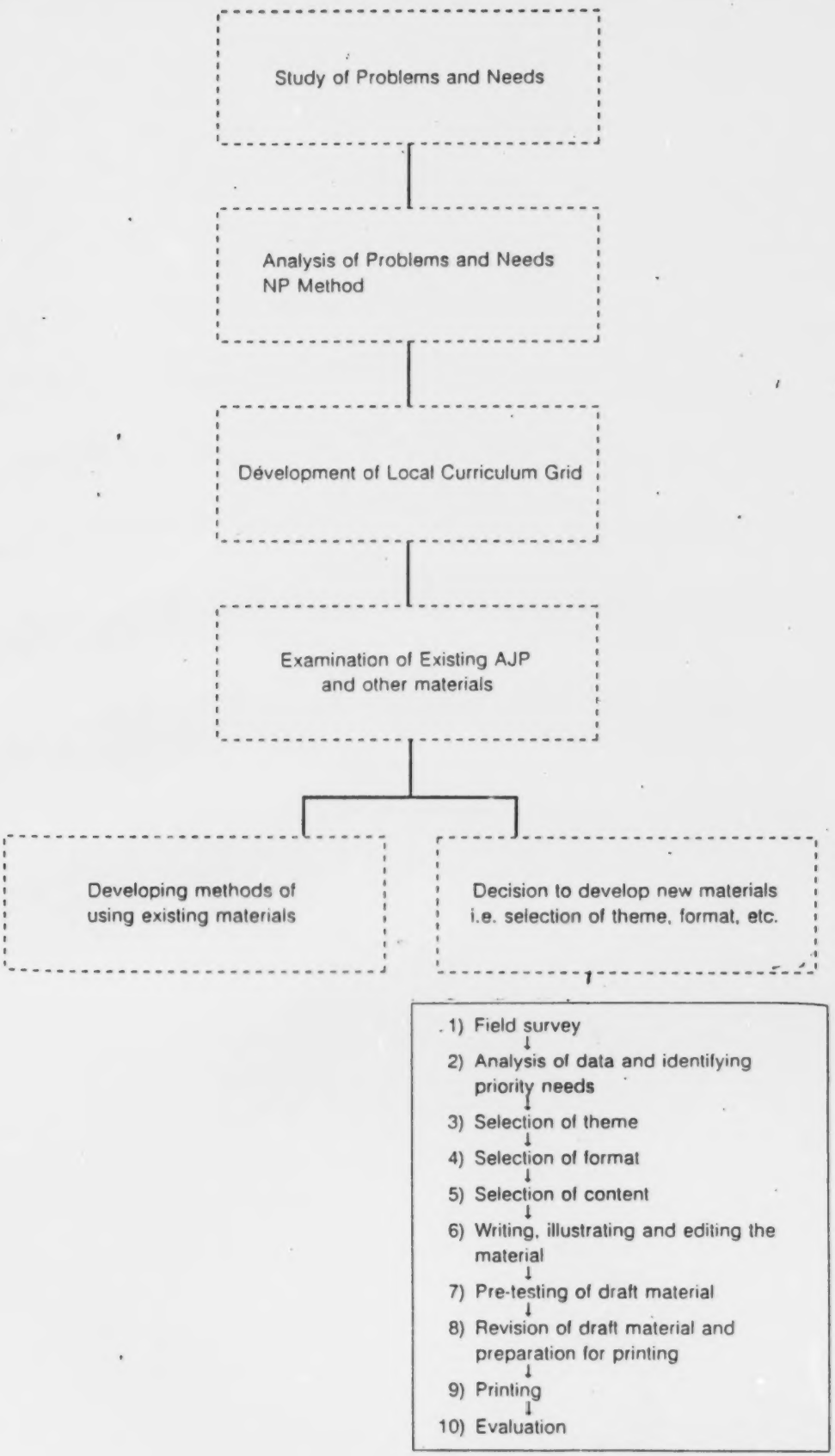
Teaching tasks or inputs (I)
Learning tasks or process (P)
Learning outcomes or outputs (O)

The teachers' guide explains the inputs, process, and output of each lesson in the learners' books. Instructional materials are developed with the following four criteria in mind: (a) relevancy (b) learners' needs and learning behaviours (c) learners' interests and (d) community development needs.

Basic learning materials are usually prepared by the government or NGOs who organize the literacy and continuing education programme. But local literacy organizers, supervisors, and instructors are encouraged to develop and adopt as many supplementary learning materials as possible or necessary, in accordance with their environment and needs.

9. Follow-up Materials

These materials are developed for the post-literacy and continuing education programmes to help the neo-literates apply their literacy skills to add to their knowledge and for reading enjoyment. These learning materials are developed to help the learners reinforce literacy skills acquired earlier. The materials should also provide access to new information and technology that helps improve their quality of life and livelihood. Most importantly, the follow-up materials should encourage the learners to study continuously. The following chart illustrates the materials development process under AJP.


Study of Problems and Needs
Analysis of Problems and Needs
NP Method
Development of Local Curriculum Grid
Examination of Existing AJP
and other materials
Developing methods of
using existing materials
Decision to develop new materials
i.e. selection of theme, format, etc.
1) Field survey
2) Analysis of data and identifying priority needs
3) Selection of theme
4) Selection of format
5) Selection of content
6) Writing, illustrating and editing the material
7) Pre-testing of draft material
8) Revision of draft material and preparation for printing
9) Printing
10) Evaluation

Under the Asian Joint Production Programme (AJP), the following materials were being produced until 1992.

List of AJP Materials (prototypes)

▲ poster ■ booklet ● A-V material ★ game

Levels / Content areas	Level 1 (Beginning level)	Level 2 (Middle level)	Level 3 (Self-learning level)
A. Family Life	▲ Let's Make the Home Clean (poster)	▲ Home Gardening (poster) ★ Women's Literacy for Happier and Healthier Life (box puzzle) ■ Why Literacy for Women (booklet) ▲ Let's Think about Our Population (poster)	■ Useful & Simple Knowledge for Everyday Living (booklet)
B. Economics, Income and Production	★ Let's Plant Trees (step by step game)	■ Bamboo Handicrafts (booklet) ▲ Tree Planting (poster) ● Poultry for Additional Income (slide kit) (video)	■ Grow Mushroom (booklet) ■ More Income by Tree Planting (booklet) ■ Raising Chickens (booklet) ■ Use of Gas from Daily Wastes (booklet) ■ Fish Need a Lot of Oxygen (booklet)
C. Health, Sanitation and Nutrition	● Water in Everyday Life (slide kit) (video) ▲ Let's Wipe out Worms (poster) ▲ Sanitation (poster) ▲ Everyone's Water (poster)	★ Nutrition (card game) ▲ A Balanced Diet (rotating piegraph) ● Pit Latrine for a Clean Village (Kamishibai) ▲ Charcoal Water Filter (poster)	■ Mari and the Festival—Let's Eat More Vegetables (booklet)
D. Civic Consciousness	● Save the Village (puppet play) ★ Let's Repair Our Village Road (endless cartoon strip) ▲ Public Pollution inside the Bus (poster) ▲ Let's Read (poster)	● Building up a Happy Community (Sugoroku game) ▲ Good Use of Water (jigsaw)	● Let's Form a Farmers' Cooperative (cassette drama/radio programme) ■ Co-operatives for Better Life (booklet) ▲ We Can Take Action! (poster)
E. Culture, Science and Others	▲ Let's Safely Use Electricity (poster) ▲ Do You Know Numbers? (poster) ★ Animal Sugoroku (game) ▲ The River and Us (poster)	▲ How to Improve the Well System (poster) ★ Proverb Card Game (card game) ★ Around Asia and the Pacific (Sugoroku)	■ The Life of Water (booklet)

The supervisors and instructors are advised to choose those materials in addition to other materials to suit their teaching/literacy activities. They have to pass judgement on which materials they think are suited for the various delivery systems, i.e.:

1. Face-to-face teaching (classroom type, group discussion, each-one-teach-one, etc.).

2. Self-learning (booklets, books, magazines, newspapers, pamphlets, etc.), and

3. Distance teaching (radio, T.V., correspondence, etc.).

Development of reading habits and availability of reading materials are two conditions which will help develop a learning society. Therefore, there is a growing awareness among the countries in the region that there must be a network of learning centres at every village, township, and city. The National Federation of UNESCO Association of Japan (NFUAJ) has launched a Learning Centre Promotion Programme in support of APPEAL in Asia and the Pacific. Under this programme countries in Asia and the Pacific can set up learning centres for neo-literates with support from the NFUAJ.

10. Concluding Remarks

The development of non-formal education known as Literacy and Continuing Education Programmes in Asia and the Pacific cannot be compared with the development of Adult Education in the West. In the West, where the development of basic education has been in progress for over two centuries, adult education is seen as either individual interest promotion programmes or as job retraining programmes.

In contrast, in the developing societies of Asia and the Pacific, non-formal education needs to fulfill the task of providing basic education first. As mentioned earlier, primary education systems have been weak in many countries causing schools to fail to enrol, retain, and graduate all primary school-going aged children. A large number of children grow up as illiterate youths and adults. To tackle this problem many countries have developed a two-pronged approach: providing basic education through formal primary and non-formal basic education. Some countries have enacted literacy laws to ensure that everyone attains optimum literacy skills, either through primary schools or through literacy programmes.

Because students are youths and adults, mere literacy programmes do not motivate them to attend classes. Similarly, the communities want a non-formal education programme that also serves as a vehicle for providing developmental messages and productive skills. Therefore, in several countries both formal and non-formal education sub-systems are developed parallel to each other while building bridges from one system to the other so that students may switch over from one sub-system to the other according to their interest and ability.

Today primary education has become quite extensive in many countries in the region. They are now experiencing high enrolment, retention and graduation rates. Some countries are also extending compulsory education from 6 to 9 grades. But these countries still have a large backlog of illiterates and semi-literates who need non-formal basic education. These countries also realize that the literacy rates in their countries are based on census reports which count those who have attended two, three years of primary school as literates. To combat these difficulties, they are now asking UNESCO to help them develop indicators of functional literacy and to construct and administer tests to assess functional literacy levels of the so-called literate population.

The countries in the region are also concerned that their human resource supply will be unable to cope with the rapid technological advances of the world because of a lack of literacy and other functional skills. These countries hope to develop a well-educated and highly trained labor force to fulfill their aspiration of achieving rapid industrialization. Therefore, they are keen on developing continuing education programmes for people who have acquired basic education.

APPEAL is working closely with Member States to improve literacy and continuing education according to the needs and aspirations of the countries in the region. In the process, APPEAL has given priority to the most needy group of people - those who have remained educationally disadvantaged for a long time. Women remain by far the largest disadvantaged group, followed by minorities, people living in difficult conditions, and the handicapped.

In conclusion, Asia and the Pacific still has a long way to go to achieve the goal of education for all set by the World Conference on Education for All in 1990 under the auspices of the International Literacy Year. However, UNESCO and the Member States are committed to building a literate society which creates an atmosphere to promote sustainable development and cares for the needs and concerns of the vulnerable and disadvantaged groups within this society. Thus, Asia and the Pacific and UNESCO believes a literate society is not completely out of reach.

EXPLANATION OF THE WORLD TERAKOYA MOVEMENT

Prof. Chiba, representing NFUAJ started his statement with the brief explanation of the meaning of **"Terakoya"** and its contribution to Japan's development of the modern system of education. The word **"Terakoya"** consists of three characters **"tera"** (temple), **"Ko"** (child) and **"ya"** (house). However **"Terako"** combined started to mean **"learning child"** in 15th or 16th century. **Terakoya** therefore means **"house of learning child"** i.e. learning centres in Japanese context.

It is said that terakoya first emerged in the west-central region of Japan towards 14th century. Against institutional instruction scheme being established by the feudal clans for the ruling classes, Terakoya was the spontaneously emerging learning institution of commoners for commoners to learn the basic literacy and to obtain knowledge necessary for their daily life.

Anybody with literacy skills and the will to teach (samurai, priests, etc) could open terakoyas and it was up to each family to decide to send children to Terakoya or not. Each terakoya had its own style of teaching and materials it used and each child was given an individual lesson and task according to his/her intelligence and progress. Some terakoyas could be successful and others could not afford to continue as no pupil would come. Therefore it was a rule of free marketing or survival of the fittest. Terakoyas mushroomed extensively during the Tokugawa Shogunate reign (1603-1868) and at the time of the Meiji Restoration (1868), there existed almost 15,000 Terakoyas throughout the country according to the available information. This made it more expedient for the Meiji government to introduce a new modern system of education by transforming Terakoyas into primary schools.

NFUAJ thus uses the term "Terakoya" in its worldwide cooperation with literacy NGOs as it feels confident that grassroot literacy development is the most appropriate message from Japan to the international community based on her own experiences. NFUAJ first started the programme with the title of UNESCO Co-Action Learning Centre Programme but it has been renamed since last year as the World Terakoya Movement.

At present, NFUAJ maintains the annual level of US dollars one million for its cooperation. In the past, it supported some 164 projects of 107 organizations in 42 countries. For the 6th cycle of operation for 1995, NFUAJ received 162 requests from 147 organizations in 40 countries and in territory amounting to $15 million of which 43 projects of 38 organizations in 18 countries and a territory have been selected.

In selecting the project requests, NFUAJ has adopted the following criteria, which have been gradually shaped since 1992.

1. Priority on countries with low literacy rates or with the pockets of low literacy provinces and districts;

2. Priority on direct support to population deprived of basic educational opportunities, such as rural youth, women and children; landless farmers', slum dwellers and street children; and minorities;

3. Priority on promotion of self-help and self-reliance, and the avoidance of perpetual over dependence on outside assistance;

4. Priority on projects with well-defined objectives and well-articulated plans of action, with good feasibility of satisfactory implementation;

5. Priority on small scale support in the range of $15,000 - $20,000 a year to grassroot NGOs in literacy;

6. Interpretation of literacy in a broadest sense of the term covering basic functional and post literacy, some aspects of continuing education, women's activities, income generation and skill development, environmental protection and development, improvement of quality of life, and self-realization, etc.;

7. Priority on good accountability, including progress as well as financial reports;

8. Agreement for the visits of monitoring/evaluation teams from NFUAJ.

Since NFUAJ is an equal partner, it is in no position to impose or dictate to other NGOs on what they should do or how they should do the projects as far as the substance of the project activities are concerned. However, NFUAJ is supported by individual donors, local UNESCO Clubs and associations, other organizations and enterprises, and therefore it is under the obligation to report back to those donors on the progress of the project works, and how their donations and contributions could be effectively used.

It was stressed that the World Terakoya Movement is not a mere financial assistance programme. It has a more profound rationale and objectives. It is first of all to create a network of dedicated peoples and organizations in literacy and such network is already in the process of formation and expansion. Furthermore it goes beyond the network of professionals. Through the World Terakoya Movement, it is intended to form a people-to-people,

community-to-community partnership in the spirit of UNESCO's constitutional provisions. NFUAJ acts as a catalytic agent to link the Japanese communities and their local UNESCO Associations with literacy NGOs and the people they serve in developing countries. While NFUAJ's cooperation in a given project may not continue beyond five years, the direct community-to-community, a people-to-people partnership and friendship formed through the World Terakoya Movement may continue much longer.

This is thus a practical means of realizing the new concept of cooperation emerging in Japan, i.e. Kyosei: It means "to live together", "to live together better and more meaningfully" in the world of inter-dependence and globalization and it advocates the need to develop a new values, capacity and attitudes in people of "sharing", "caring" and "volunteering".

Prof. Chiba reiterated NFUAJ's belief in the continuity and consistency in its action, the accumulation of experiences and the enhancement of friendship, mutual trust, respect and confidence in action and cooperation. He considers it our joint duty to develop a new world of people's enrichment and empowerment in the spirit of Kyosei, i.e. sharing, caring and volunteering in the 21st century.

Mr. A. Terao of NFUAJ then provided the workshop with several concrete cases of NFUAJ's action.

As pointed out by Prof. Chiba, Japan is often misunderstood as if it has many golden trees producing yens. NFUAJ's cooperation is based on small contributions of devoted people who share the same concern.

UNESCO Club in Gifu Prefecture and Nagoya International Centre have initiated the campaign of collecting prepaid but misused postcards. Such cards can be exchanged with new cards or postal stamps at the post offices, which can be sold to the business firms they succeed to collect hundreds of thousands misused postcard.

Daily Yomiuri launched a press reporting on literacy in 1990 and one of the readers, Mr. Ogauchi of the North Koshigaya Rotary Club also decided to start the collection of misused post cards, when he was shocked to find that there were 1 billion illiterates in the world. With the help of NFUAJ, his contribution was sent to Naganur UNESCO Club. When Mr. Barlaya was invited to Nagoya Workshop in 1993, he stayed at the home of the President of the

Rotary Club. They talked and talked over night although they did not know each others' languages.

Students from the student UNESCO Club of the International Christian University where Prof. Chiba teaches also visited Naganur to stay with the students of the college of social works who are engaged in literacy and one of the Japanese students is returning to Naganur to carry out a special study on the role of social works agents in literacy for his M.A. thesis.

Hokkaido Federation of UNESCO Associations has also carried out the campaign and two representatives visited Bangladesh to establish contacts with SOPIRET and came back fully convinced of the importance of cooperation between the Hokkaido Federation and SOPIRET. On the basis of their recommendation, NFUAJ has decided to provide support under its 6th cycle. Again students from ICU UNESCO Club are visiting SOPIRET in November this year.

Strong advocacy of NFUAJ, especially by the members of its Board of Directors who are also members of the Japanese National Commission for UNESCO has resulted in the decision by the Ministry of Education to authorize fund raising campaigns for the World Terakoya Movement in the public schools -- primary, junior and senior high schools throughout Japan. NFUAJ is taking this opportunity to promote real education for international understanding on the basis of materials portraying the reality of children in developing countries to be obtained through the World Terakoya Movement. The Street Survivors of India and San Skar School are chosen as first model projects to obtain such information to figure in the source materials to be distributed to Japanese schools. Again the ICU students carried out a campaign to collect un-used pencils in the university and they brought some 3,000 pencils to the Street Survivors of India as presents to each child in the Jagriti school which it runs in Delhi slum.

Some of ICU students, especially in the graduate school are being specialized in the monitoring and evaluation of literacy projects. One of them is Teraosan himself and another is Yancaguchisan, UNV in Cambodia. Others also visited Nepal and Cambodia as members of monitoring teams.

This demonstrates that it is not a donor-recipient relations but much more humane people to people approach such as professionals-to-professionals, students-to-students or mothers-to-mothers, etc. which the World Terakoya Movement is to promote.

Chapter Three

SHARING OF COUNTRY EXPERIENCES

THE PRESENT SITUATION

The participants were divided into four groups and had approximately 3 hours to share experiences from both Government and NGOs in the initiation and running of Learning Centres in different countries.

The participants shared their experiences in groups with special emphasis on the following areas:

1. The roles of Government and NGOs in the promotion of Literacy and Continuing Education, in particular Learning Centres, in their countries.

2. - Special features of Learning Centres in your country

   - Similarities and differences in Learning Centre promotion in the various countries

3. Problems and suggestions for improvements in the present situation

4. Suggestions for co-operation between Government and NGOs in your country.

Following the discussions, the groups were given approximately 20 minutes each to present their conclusions which are summarized below:

AREA 1: ROLES OF GOVERNMENT AND NGOs IN THE PROMOTION OF LITERACY AND CONTINUING EDUCATION IN LEARNING CENTRES

BANGLADESH

- Government and NGOs jointly organize three types of non-formal education programmes:

  i) Pre-primary (4-5 years)
  ii) Basic adolescents (6-10)
  iii) Adults (15+)

- Government provides funds and books to some NGOs, as well as training and supervision cost.

- Government has a network at the District Level for proper monitoring.

- NGOs are not provided with funds by the Government for office management.

- NGOs can directly receive money from foreign donors. Though Government do not have direct control over it, NGOs report their achievements directly to the NGO Bureau which is under Government control.

- There is a separate Ministry of Primary and Mass Education under the Prime Minister's secretariat.

CAMBODIA

- Government does not run learning centres directly, but runs centres through UNICEF and UNESCO.

- Government coordinates, but initiators are NGOs and UN agencies.

INDONESIA

- Government has an extensive system of resource centres, district centres, sub-district centres and village centres including reading corners. NGOs/INGOs work together with Government at the Governments request.

LAO PDR

- Government plays the vital role in establishing learning centres (3 large and 18 smaller ones), while INGOs give technical support.

MYANMAR

- Reading centres under the Department of Information and Public Relations.

- Government also runs all-round agricultural and livestock breeding farms.

- Buddhist monasteries is an important focus of non-formal education under the guidance of the Ministry of Religious Affairs.

NEPAL

- The Government provide educational material and technical training to NGO personnel also apart from their regular programme.

- Government has

  a) mass literacy campaign;
  b) adult literacy programme;
  c) special programme for girls;
  d) special programme for adult women.

- NGOs also do literacy programmes.

- NGOs can either get Government support or request donors.

- NGOs can directly get funds from donors. But for their own accountability, they submit financial reports to concerned authorities.

- Some NGOs have developed their own materials and provide their own training.

- Many NGOs depend on Government for material and training.

PAKISTAN

- Government takes responsibility of promoting literacy at the National level as part of EFA.

- Local Government and NGOs promote some Learning Centres.

- NGOs give pre-primary school support to children.

REPUBLIC OF KOREA

- All learning centres are run by the private sector, particularly Catholic churches.

SRI LANKA

- It was in 1978 that the Government recognized the need for non-formal education. That year adult education officers were appointed by the Government - unfortunately without training in advance. Hence the NGOs came into training of some Adult Education Officers.

- Planning and implementation is done by the Adult Education Officers who were appointed by the Government. Unfortunately without training in advance. Since 1990 Adult Literacy students have been selected to conduct

their classes. They are also paid a part-time allowance. Then a syllabus was prepared. During the international year of literacy in 1990, the focus changed to some extent from non-formal education to literacy. There are about 480 literacy classes run by the Government in adult education centres every year.

- Government (except for Prison Department) has no concept of the multi-purpose learning centres being talked about in the Workshop.

- Programmes run by the Ministry of Education and NGOs are concerned about vocational training, income-generation and self-development programmes and Education for All.

THAILAND

- Learners Centres are based in villages.

- Government has extensive Non-Formal Education Programme and NGOs, and private organizations donate funds for buildings, learning materials, etc.

- Government runs three types of non-formal education programmes - Basic education, Skill training and News and information centres.

VIETNAM

- Government runs 162 Continuing Education Centres at 3 levels: provincial, district, and village.

AREA 2: SPECIAL FEATURES OF LEARNING CENTRES

- Young girl-guides or students are in charge of Learning Centre activities in some countries.

- Multi-purpose functions

- Basic-recaption is given spiritual motivations

- Rehabilitation of refugees (Cambodia)

- Flexible periods as opening hours

- Community support

- Using different venues like libraries, classrooms, temples, shops, as venues for literacy classes.

- Vocational training is given.

- Local people are utilized as resource persons.

- A coordination in every village.

- Using community volunteers, chosen by the community.

- A literacy survey done before the initiation of non-formal classes.

AREA 3: PROBLEMS FACED REGARDING LEARNING CENTRES

- Drop-out rate is high, about 30 per cent due to poverty.

- Government strength is inadequate to bring all the drop-out (children and illiterate adults) under non-formal education centres.

- Government financial support is not adequate for training teachers and supervisors.

- Materials provided by Government is not adequate compared to the local demand and not relevant to the need of the local communities.

- Appropriate technical knowledge is lacking. Even if technical expertise is available in some NGOs, it is very expensive for the small NGOs.

- NGOs are not well equipped and lack appropriate resources. No recognition by Government or donors. Lack of response and recognition by the Government.

- Time for basic literacy not sufficient. The project that is being supported, should at least continue for five years.

- An appropriate definition of a "literate person" is lacking.

- Lack of political will/commitment and dedication to make the programme a success.

- Lack of coordination from Government and political parties (Nepal).

- Thailand has a problem of co-ordination between the coordinator and the village learning centres.

- The poor and disadvantaged do not like to join the Learning Centres unless they see some economical gains.

- In some societies, family guardians do not allow young girls and young wives to come to the Learning Centres due to religions restrictions.

- Poor availability of donors.

- Inadequacy of training skills.

- Lack of motivation.

Suggestions for Improvements in Learning Centres

- More respectful attitude towards clientele

- Planning should come from the grassroot level, not from the top.

- Should have more multi-purpose Learning Centres.

- Government should help the communities to own the communal place to construct a permanent Learning Centre.

- More importance should be given to functional literacy.

- Integrated approach to basic education, training and income generation.

- Community leaders who are respected as leaders should take the initiatives in motivating the poor and disadvantaged.

- Learning Centres should be made independent from external financial sources.

- Develop co-ordination links between Government & NGOs.

- Develop more relevant materials.

- Increase the number and quality of trainers.

- Increase motivation in different ways.

Area 4: CO-OPERATION BETWEEN GOVERNMENTS AND NGOs

- Establish a coordinating agency for co-operation.
- Conduct regular meetings.
- Create a network.
- Identify needs and facts to resolve problems jointly.
- Share each others experiences, monitoring and evaluation experiences.
- Children from Learning Centres and NGOs should be allowed to enter the formal school system.
- Government should invite NGOs to work for Government programmes.
- More NGOs to be involved in all policy-making at the national level.

Chapter Four

ROLES AND FUNCTIONS OF LEARNING CENTRES

The session was facilitated by resource persons Dr. D. Wesumperuma (SLFI) and Ms. Darunee Riewpituk (UNESCO).

SESSION OBJECTIVE

The objective of this session was to identify the roles and functions of the Learning Centres. This task was done by stimulating an intensive discussion among the participants on the basis of chapter 3 of the UNESCO Manual on Learning Centre Development and the extensive knowledge and experience of the participants and the resource persons in their work relating to Learning Centres.

SESSION METHODOLOGY

The 3 1/2 hour session comprised 3 steps.

STEP I: A 40 - minutes plenary presentation by the resource person to initiate and stimulate the session and also to set the session parameters.

STEP II: 1 hour and 25 minutes of group work using the "Four Station Technique" - a unique training method which enabled every one of the participants and resource persons to participate and actively contribute to the discussion on the four major areas of roles and functions of Learning Centres: viz

Topic 1 : Community Information and Resource Dissemmination

Topic 2 : Education and Training

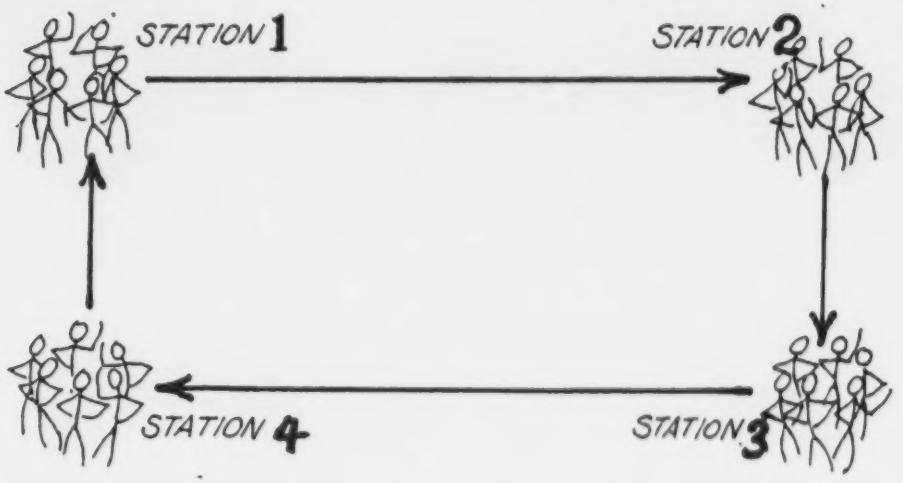
Topic 3 : Community Development Activities

Topic 4 : Co-ordination and Networking with GOs and NGOS.

The "Four Station Techniques" was implemented as follows:

The participants and the faculty members were divided into 4 groups - A, B, C, D. Four stations (1, 2, 3, 4) were also arranged for brainstorming exercise on the 4 major topics on roles and functions stated above.

FOUR STATION TRAINING TECHNIQUE



GROUP ROTATION

	STATION 1	STATION 2	STATION 3	STATION 4
1st Round: 40 Minutes →	A	B	C	D
2nd Round: 30 Minutes →	D	A	B	C
3rd Round: 20 Minutes →	C	D	A	B
4th Round: 15 Minutes →	B	C	D	A
Final Round: 20 Minutes →	A	B	C	D

GROUPS A, B, C, D

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For the first 40 minutes the Groups occupied the four stations in sequence, that is Group A at Station 1, B at 2, C at 3 and D at 4. The participants in the respective group discussed on their topic with occasional comments, views and clarifications from the faculty member(s) present in the group. Whatever accepted views, observations and comments generated were listed on flip charts as the output of the group work.

For the next 3 settings of 30 minutes, 20 minutes and 15 minutes the participants groups moved cyclically from one station to the next thus attending the four stations while the faculty members remained at the station where the topic for which they were responsible was discussed. The successive groups either agreed or disagreed with the ideas views and observations or the like generated by the preceding groups in respect of the key topic discussed in that station. They were free to add to the list as well.

In the fifth round which lasted for 20 minutes the groups by rotation came back to their respective first station. During this phase each group checked on their own list in respect of the key topic they were responsible for, the modifications done on these prepared reports from these findings for presentation in the plenary.

STEP III: Presentation of 4 Station-Group Reports, open discussion and concluding remarks.

STEP :I PRESENTATION ON ROLES AND FUNCTIONS

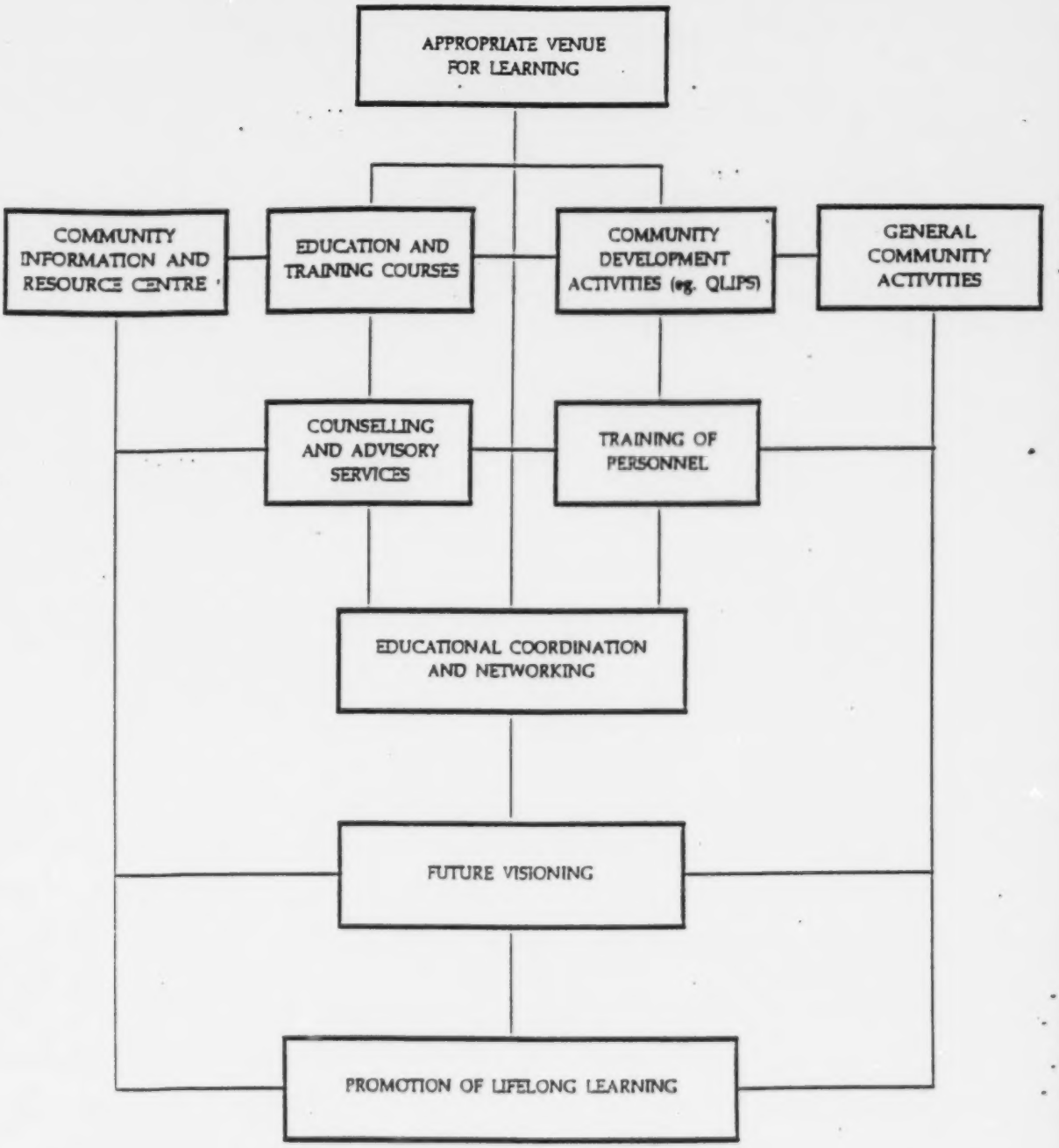
Using the OHP, the resource person highlighted the following major points -

A. Role of Learning Centre: Focal point of Learning Society

The foremost role of the Learning Centre is to enthuse, attract, motivate and encourage the members of the local community to freely take to learning, individual enrichment, group advancement and community fellowship and solidarity. To do this the Learning Centre needs to create a friendly, welcome atmosphere, where the community members feel its their own Learning Centre with easy access and no formal barriers. It should thus play the role of a focal point which is closely integrated to the day-to-day learning life of the community. The Learning Centres should ultimately facilitate the awakening of a learning society.

B. Multi-functional/Multi-purpose

In order to play its role as an effective and meaningful Centre of community learning, the Learning Centre could perform a range of functions. As examples the resource person highlighted the following range of functions enunciated in Chapter 3 of the Manual.



For the development of an effective programme
the functions of a Learning Centre must be fully integrated.

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EDUCATIONAL FUNCTION

According to Social Context & Level of Development

- Basic functional literacy programmes
- Post literacy programmes
- Income Generating programmes
- Quality of life improvement programmes
- Individual interest programmes
- Equivalency programmes
- Future-oriented programmes

Special Social Problems

- Environment protection
- Social ill - drug abuse, aids epidemic
- Family life improvement
- Preservation of local culture, wisdom
- Job replacement etc. etc.

Needs of Special Groups

- Children not in formal education
- Disadvantaged and under privileged
- The aged
- Minorities
- Unemployed
- Migrants etc. etc.

It is imperative to study which deserve highest priority

INFORMATION FUNCTION

* Social & Development Level
* Special Areas) Health, Nutrition,
  According to) Family Planning,
  Local Needs) Employment, Leisure
* Special Social Groups Needing Special Attention
* Centre's Ability to Respond - Resources, Personnel
  - Other Resources to tap

COMMUNITY DEVELOPMENT FUNCTION

Undertake Quality of Life Improvement activities such as

* Low Interest Loans
* Educational Scholarships
* Revolving Funds
* Promote Good Development Practice
* Training in Project Design & Management
* Promote Cooperatives

GENERAL COMMUNITY ACTIVITIES

* Recreational Activities - Dance, Music
* To Foster - Local Culture
  - Traditional Wisdom
* Sporting Activities
* Day Care Facilities
* Social Clubs - Social Interaction
* Exhibitions - Films
  - Slides
  etc. etc.

ADVOCACY & PROMOTIONAL FUNCTION

Work Closely with All Sectors of Community

* Convenient for community users
* Respond to expressed needs
* Stimulate involvement of local people
* Encourage non-creative groups
* seek community support
* Coordinate activities with others
* Create local learning networks
* Promote continuing education - mass media
  - local information networks

COUNSELLING SERVICES

Areas in Need may be :

- Education
- Careers/vocation
- Employment
- Family Planning
- Health
- Agriculture, Forestry
- Financial Management
- Investment
- Small business management
- Psychological Counselling etc.etc.

According to / Local needs
\ Available personnel

TRAINING FUNCTIONS

As Centres Grow) Functions expand
As community change) diverse

Bigger demand for competent continuing education personnel

* On-the-job training
* Encourage short courses
* Enlist persons from community
* Network personnel

C. Determinants of Specific Functions of each Learning Centre

Though the range of functions which a learning centre could strive for is vast and multiferious, the actual functions of each Learning Centre needs to be rigorously identified and determined according to several key factors -

* Local Needs
* Centre's Ability to Respond
* Ingenuity & Creativity of Centre Personnel
* Resources in the Community
* Networking Competence
* Community Involvement
* Ability to respond to change & Development

THEREFORE ROLES AND FUNCTIONS OF EACH CENTRE ARE UNIQUE, CREATIVE, DIVERSE.

STEP II: STATION GROUP WORK

S T A T I O N A: COMMUNITY INFORMATION AND AND RESOURCE DISSEMINATION

The members of Station A, "Community Information and Resource Dissemination" divided their work generally into talking about **w h a t** information could be gathered and made available in Learning Centres for the benefit of different communities and **h o w** this information could be disseminated in different communities using the Learning Centre as the central point of dissemination. The group was able to come up with a fairly extensive list of information which could be obtained, the main items of which are included in the following list :

INFORMATION:

1 About NGO or Government running centres

2 About community - Geography
- Demographics
- Educational Facilities

3 Benefits which can be obtained from Government:
- e.g. Old age pension
- Agricultural benefits

4 About Govt. politics affecting learners' lives:
- Relocation of Slums
- Loans/Credit
- Poverty Alleviation

5 Under utilized resources in community (including human):
- carpenters/weavers
- Water channels/ fish ponds

6 H e a l t h
- Common diseases
- Nutritional needs

7 Employment
- Economic, Market information.

8 Agricultural information:
- Better Seeds
- Methods of increasing production
- Seasonal changes
- Cash crops

9 Disaster- Environment Information:
- Coming of floods
- Earthquakes
- Water pollution

10 Indigenous knowledge:
- Herbal Medicine
- Agro-Forestry

11 Legal Rights
- Women
- Minorities
(e.g. Identity Cards, Divorce Law)

12 History of Community: Local Customs

13 Information from exposure:
- Resource persons in Centre
- Field Trips.

The group noted very clearly that prioritization of the information most necessary for the community concerned would have to be determined taking account of the real needs of the community. Similarly, the group felt that it was important to determine what information could already be obtained by the community members at other facilities in the community. In cases where information might be available elsewhere, such as in a village library, or local government office, the Learning Centre would rather act as a facilitator. Realistically, the size of most Learning Centres, at least in their initial phases, will restrict the amount of information that can actually be held on the premises.

DISSEMINATION

The group next turned its attention to dissemination of information which it felt could be accomplished through more creative methods than merely giving community members access to materials stored in the centre. The following methods were discussed :

1. Library & Mobile Reading Centre
- > Photographs
- > Books
- > Newspapers
- > Videos
- > T V
- > Dictionary

2. News Letter from the Learning Centre
- > Information on Training Facilities
- > Can be circulated to others

3. A d v o c a c y
- > Street plays
- > Through song and dance

4. E x p o s u r e

Each community will certainly have its own resource persons who can be invited to contribute their wisdom/skills to the Centre's information programme. The Centre can also conduct field trips related to the various issues which concern the members of the community (eg: fish ponds, government offices where policies are made and various forms are given out)

5. Legal Aid Services

Legal aid services (sometimes even offered free by the government, as in India) can be used for information on and action concerning legal issues, especially those of concern to women and the disadvantaged.

6. Door to Door Dissemination

One of the most inexpensive personal and effective methods of disseminating information is actually to visit homes in the community (eg: to explain that the plague in India is not caused by poor and street people - both to people living in slums and people outside - so as to alleviate their misgivings).

S T A T I O N B: EDUCATION AND TRAINING

Education and Training should be based on community Needs/Problems.

EDUCATION : CONTENT

1 Basic Literacy - (Reading, Writing, Numeracy - Level I)

2 Functional Literacy (Literacy skills relating to day to day life)

3 Post Literacy - (Thinking power, Decision-making, Creative thinking etc.

4 Social Skills - (Social skills to lead a social life according to the social context)

5 Health Education - (Health and sanitation, family-planing,personal health,info.)

6 Environmental Education

7 Legal Literacy - (Rights and duties,responsibilities in relation to state and society)

8 Human Rights - Rights of the child, Womens' Rights etc.)

9 Consumer Education

10 Peace Education

11 Family Life Education

12 Disaster Management

13 Skill Development

TRAINING COMPONENTS

(For Instructors,Facilitators, Volunteers, Community Leaders/
Parents/Trainers)

1. Basic Literacy - (Teaching - learning methods preparation of Teaching - Learning materials etc.)

2. Functional Literacy

3. Basic Community development activities

4. Health/Dissemination of Information

5. Information Techniques

6. Skill development - in relation to daily livelihood.

7. Leadership Training- communication skills

8. Cultural Enrichment

9. Guidance & Counselling

10. Research Methods - (Field Survey Methods
Action Research Methods etc)

11. Training of Trainers for Special Target Groups -
- Disabled, Refugees, Street-Children, Women.

TRAINING METHODOLOGY

1. Discussions/Seminars/Workshops/Lectures

2. Role-play/ Buzz-sessions/Brain storming etc.

3. Case studies /Field-visits.

4. Group therapy/ Play- therapy/ Street plays/ Dramas/Slogans etc.

5. Exposure Programmes

6. Audio-Visual Methods.

S T A T I O N C: COMMUNITY DEVELOPMENT ACTIVITIES

After brain storming on the topic for about 5-10 minutes the Group identified the roles and functions of the Learning Centres. Since the Learning Centre is to promote development of the individuals and the physical environment of the Community to provide better quality of life, the most important role of Learning Centre would be to -

Identify community needs through participating methods by learners - Leaders of the Community and in terms of :

1. Health, Child Care, Pre-Natal and Post Natal Care facilities available in the community - its utilization - total Learning Centre can provide through its programme.

2. Environments: What is need - What the community can do on its own - What other agencies can do through the Learning Centre.

3. Economic Situation: Information about the Learners' economic situation. What means can be adopted to improve the situation, through what agencies.

4. Education: Collect data about prospective Learners - Target Group - Their Ages etc. Levels of Literacy. Post Literacy or Functional Literacy.

5. Social Awareness: Information about social practices problems related to Drug Addiction, Child delinquency etc.

6. Cultural/Residential Spiritual Activities: What is available in the community/ What is not. What Learning Centre can promote as a community activity.

7. Referral to GOs/NGOs: Services, Facilities

8. Housing :

9. Demography:

10. Capacity Building - Identifying areas for capacity buildings of the learners, Community leaders

MOBILIZATION OF COMMUNITY RESOURCES IN TERMS OF :

1. Identifying and enhancing leadership

2. Involving community through participating approach for sustainability

DEVELOPMENT RESOURCES :

The Learning Centre can play a vital role in developing the resources as regards the:

1. Finance - To generate funds for the Learning Centre
2. Skills/Appropriate Technology
3. Training and Learning materials. The Learning Centre provides practical situation for pre-testing of learning material or assessment of learning material. Provides feed back to the developers of reading material.
4. Equipment for Vocational training
5. Human Resources

THE LEARNING CENTRE will have to design a Programme based on the needs of the community which could be as follows :

1. Awareness for a Learning Centre- This would include motivational activities.
2. Establish literacy classes for children, adolescents, adults or functional literacy.
3. Provide library facilities, Toy Library for children and Resource Centre.
4. Documentation
5. Pre-School for enhancement of environment in primary schools
6. To provide training facilities to learners and others in the neighborhood. Training could be in skills, management, household activities, cookery, poultry, enterpreunership etc.
7. Exhibitions of Crafts produced in the Centre, New Trends & Fashions, Learning materials
8. Consultation and guidance on matters related to various aspects like education of children, employment. career opportunities, legal aid, health - family training etc.
9. Skill oriented and Vocational Training for Income generation like food processing, food preservation, garment making etc.

10. Religious Education

11. Marketing of goods produced at the Learning Centre

12. Formation of multi purpose Co-operatives

IMPLEMENTATION OF THE PROGRAMME

1. Delegation of Responsibilities to various local Committees

2. Fixing Targets

3. Supervision, monitoring of Programmes

4. Evaluation - Assessment - Feed back

5. Reporting

6. Future Plans

7. Public Relations

S T A T I O N D: CO-ORDINATION AND NETWORKING WITH GOs AND NGOs

CO-ORDINATION NETWORKING COMMITTEES:

Share experiences between GOs and NGOs about Learning Centre : Mutual sharing should take a place regularly. Co-ordination committees at different levels:

1. National Level
2. Provincial / divisional / state level
3. District level
4. Sub District/ Thana/ V.D.C./Taluka for co-ordination of Learning Centre activities.

These committees should consist representatives from NGOs/GO/local management committees. Local management committee must once again have representation from people belonging different sectors of the village, local government representatives and others.

AREAS OF OPERATION

1. Govt. and NGOs can jointly organise meetings, seminars training etc. for improvement of Learning Centre.

2. News letters can be published by Learning Centres and NGOs to determine the activities of that particular Learning Centre with other groups.

3. Periodical visits by committee/donors.

4. Newspaper coverage/mass media.

5. Utilize Govt. facilities which are available.

6. Common recreation activities like sports, cultural programmes can be organised by the Learning Centre and Govt. officers can be invited as Chief Guests.

7. Collection and recording of data pertaining to the village problems. Learning Centre learners' needs etc. in the responsibility of the co-ordination committee.

8. Formation of local committees for management of Learning Centre - for the management of Learning Centre at village level, peoples' committee in the name of local management committee must be formed.

9. Exchange of views and ideas, personnel, material in 3 levels -

    1. Learning Centre - Learning Centre level
    2. Provincial/District Level
    3. National /International Level

10. Co-ordination in the area of paper/material for higher level.

METHODS OF CO-ORDINATION

1. Co-ordination through reports - collection of reports of every Learning Centre regularly.

2. Monitoring and Supervision by different levels

3. Avoiding of duplication of activities

4. Assistance to establish Learning Centre by Government - financial/technical/ material.

STEP III : PRESENTATION OF STATION REPORTS AND DISCUSSION

In this session of 45 minutes each Station Report was presented, clarifications were made and a brief discussion ensued. Several pertinent points were noted:

1. The roles and functions identified so far have to be viewed in a realistic perspective. The ensuing Workshop Sessions are designed to meet the task.

2. Each Learning Centre is a unique entity in itself, though it conforms to be overall concept of Learning Centre Development. This uniqueness arise from the fact that each Centre has to directly relate to and meet the Learning and Development needs of the local community of which it is an integral part.

3. Each Learning Centre needs to determine its own priorities of functions depending on the social context, community needs, resource base and available Centre personnel.

4. Learning Centres need to promote linkages and networking not only among Learning Centres but also with other community oriented organisations, agencies, and groups in the locality; and advocate the idea of a learning society through these linkages.

Chapter Five

FIELD VISITS

The field visits were organised to enable the participants to apply the conceptual framework developed so far during the Workshop, to actual situations, to further support the development of the concept of a Learning Centre. Specific attention was drawn to the need to observe such aspects of the centres to be visited as the following:

- the socio-economic context and setting
- physical infra-structure
- category of functions
- selection of needs based activities, processes
- instructional materials
- staff
- relations with community
- relations with other centres, agencies,...

Information was also to be obtained by questioning the accompanying staff associated with the centres as well as the participants in the centres to be visited. Translators were provided to facilitate such interactions. Short notes on the centres to be visited were made available prior to the visits. The Groups were free to devise their own format for reporting.

The participants were divided into four Groups. All but one of the centres visited were centres of the Sarvodaya Movement of Sri Lanka. The exception was the visit to the Unesco Club of the Inmates of the major prison in the country. Presented below are the reports of the Groups.

Report of Group A

The members of the Group are named in Annex 6. During the morning the Group visited the Day Shelter managed by the Sarvodaya Women's Movement and in the afternoon the Prison Inmates' Unesco Club of the Welikada Prison.

1. Day Shelter

The Day Shelter is situated in a disadvantaged, densely populated area of the Colombo Municipality. It started in 1987 as a community library. It became the venue for a literacy programme in January 1994 with the enrollment of 26 women. These beneficiaries were selected after a household survey of women who were already attending the centre for other programmes within the municipal area of Colombo. The participants had never attended any school before.

The centre has a staff of 8 consisting of a Co-ordinator, a Project Officer, a Pre-school teacher who also acts as the facilitator of the functional literacy programme assisted by another facilitator and three instructors, one each for carpentry, welding and sewing.

The following activities are carried out by the centre at present:

a) Day Care facilities for street children

Altogether 25 children have been provided pre-school facility, day-time care, food, playing space, games by a well qualified pre-school teacher.

b) Functional literacy programme

Non-school going children, school drop outs and young mothers who have never been to school/not completed the primary cycle of schooling participate in this programme. At present there are 26 women and children enrolled. A 4-hour class is conducted twice a week. All beneficiaries are street dwellers who have meager sources of income. The Borella volunteers selected them personally by contacting and motivating them to join the centre. Young girls between the ages of 14-18 years and women between the ages of 19-35 years were observed in this class.

Now they are using materials designed by the Education Department and Sarvodaya's own material. But to fulfil the specific demand and need of this target group the centre has developed its own materials which they will use from the year 1995. This material has already been pre-tested.

c) Vocational Training

The centre has also a Sewing Centre at present. There are girls and mothers learning sewing skill from a highly qualified instructor. As this component was there from the very beginning of the establishment of the Centre they have provided sewing training to 117 until now.

There is a Welding Centre which has provided training to 48 children including 6 women as of now. At present there are 12 young boys gaining the skill. All children who were trained this Centre are now employed. One boy is studying in Grade 11 and also earning his living.

There is a Carpentry Centre which encourages the street children to learn this skill. As of now the centre has been able to make 52 children skilled in this area.

Twelve girls have received training in canning. This year 12 children are receiving this skill.

d) Counselling

The Centre also provides counselling on home management. Altogether, 653 families have been provided this services since the establishment of the Centre.

e) Income-generating, Credit and Savings Programme

Another very important component is a self-employment loan program. The loans are given free of interest to street dwelling women for quick income generating activities like fruit and vegetable selling, lunch box selling in the nearby hospital, incense making, etc. Women are encouraged to repay loans in whatever small amount they can. They also have personal saving in bank. Altogether 109 women have received credit from the Centre and their total savings amounts to Rs.90,000/- The loan size ranges between Rs.500-2000 per woman.

f) Other services

The Centre also helps women in getting a permanent dwelling. Until now 8 women have received permanent place to stay and another 17 have received temporary shelter homes in the Colombo Municipality. The Centre has also helped 52 women in receiving Identity Cards and has provided employment to 126 women as of now.

Observations:

i) Facilitator, instructors and resource personnel who are providing technical assistance particularly in literacy are qualified and trained people.

ii) The functional literacy provided in the Centre is based on the need of the target group.

iii) Its multi dimensional activities have encouraged young mothers to join the literacy classes.

iv) The certificate distribution which is done in a public ceremony has helped to gain recognition of those women who come to the Centre.

v) As some instructors come from the same background they have personal contact with each learner. We have observed that instructors even know them personally.

vi) The various components of the Centre complements literacy activities. e.g. young mothers, first come to learn canning on account of their economic need. They

realised the need for literacy and joined the class. They were helped with the self-employment scheme. In order for them to have time for income-generation activities, their children are taken care of. The centre getting them Identity Cards, upgraded their status as citizens and empowered them.

vii) The Centre assures continuity of its learners through a well designed follow-up programme.

viii) Learners are sitting against the light.

ix) Addition of volunteers has further attracted children to come and learn in the Centre.

Constraints/Weaknesses

i) Project personnel are performing various functions of Instructors, Administrators, Accountants and Office Managers as well.

ii) Low remuneration has discouraged good personnel to stay in the Centre.

iii) Lack of proper infrastructural facility. The centre does not own its own building.

iv) Inadequate facilities for pre-school children.

Lessons Learned

i) An inter-grated program is required to make disadvantaged groups gain literacy skill.

ii) Apart from learning, literacy also provides career opportunities to Instructor for better job. This could also encourage capable people to be an Instructor of a Training Centre.

iii) A permanent place is deemed necessary.

SUGGESTION OF THE GROUP FOR THE BORELLA DAY CARE CENTRE

1. **Need for a permanent place.**

2. **Learning methods need improvement both in terms of materials and in terms of method.**

3. **Upgraded training necessary for Instructors.**

4. **The formal sitting arrangement needs to be informalised, furniture used are for children.**

5. **Work ethic in Training Centre needs improvement.**

2. The Welikada Prison

The Welikada Prison is the largest in the Island. It was built more than 100 years with a capacity of 300 prisoners. But now the number of inmates are 3000 and is constantly increasing. This prison has separate Mens' and Womens' Sections.

The Mens' Section

The Mens' Section has the following Units where several numbers of inmates work:110 in Sewing, 8 in Soap-making, 172 in Brush-making, 155 in Metalwork, 22 in Printing and Binding, ... Handicraft and 175 in Carpentry. The inmates who work are paid a minimal wage and the income from the activities accrues to the government.

Apart from such work as above, the inmates organise various cultural functions and also participate in government functions, religous festivals and even attend national and international sports. One prisoner was recently sent to Japan to attend a sports event.

An important unit inside the prison is the Inmates UNESCO Club which was started since 1982. This Club takes part in various activities. Some of these activities are social and cultural activities, religious activities, sports and vocational guide in all different Sections mentioned above. The most important activity is education. They have established a library and published a monthly newspaper entitled **Sambodena** which is the first one published inside by the prisoners in the world. UNESCO has helped them with equipment and other necessary supplies.

They have Clubs for volley ball, cultural activities, cricket etc. which constantly strengthen the mental and physical capabilities of an inmate. Through the Club talent building is encouraged and the hidden talent of inmates emerge.

Apart from the above activities the prison also has a Learning Centre. This Learning Centre is a joint effort of NFUAJ/Sri Lanka Prisons Department and the Ministry of Education. The Ministry provides two instructors and supervises them. Qualified inmates also volunteer as instructors. Material and other equipment and books are given by the NFUAJ. The Prisons' Department provides other logistical support.

Classes are held twice a week for four hours throughout the year and there are no holidays other than regular government holidays and special occassions. 200 inmates are enrolled. Illiteracy is recognised on admission since each inmate has to sign a document. As the programme is going on since 1982 this Centre has been able to make 2500 inmates literate.

All learners are encouraged through the Learning Centre to sit for government examinations. The learners if qualified in such examinations will get remittances from their sentences. This Centre has been able to reduce sentences of 1 0 inmates after they qualified from such examinations.

The Women's Section

This section has 300 inmates. It has a handicraft section and a Learning Centre. The Learning Centre has one instructor and 40 learners attend classes. The Centre has been operating since 1987. Women coming to the Centre belong to age groups 20-47 years and a majority of them are legally married. Major crime reported are drug addiction, prostitution, murder, theft and cheating. (15% are murder). The course curriculum includes arithmetic, environmental education, mother language and vocational training. Classes are run only 3 days a week and lasts for 4 hours. Supplies like blackboard and furniture are provided by NFUAJ.

OBSERVATIONS:

Male Section:

1. Library has very old books and lacks adequate facilities.

2. Class size is too big though inmates volunteer to teach.

Female Section:

1. Raw materials for different activities like handicraft, cookery etc. is lacking.

2. No library facilities.

3. No Day Care Centre facility for learners.

4. No programme for children.

5. Teaching material is limited.

6. One Instructor is responsible to do all different kinds of work.

7. Learning capacity depends on Instructor's own interest.

8. Materials are designed based on the need of the learners.

10. According to jail authorities there is a positive sign of change in attitude among learners.

SUGGESTIONS FOR PRISON AUTHORITIES

1. Library needs renovation. An experienced librarian is needed. There should be updated information and recent newspapers.

2. Should have updated teaching materials.

4. Inmates should have easy access to the library.

5. Appropriate teaching material needs to be developed.

6. A separate place is required.

7. As per the request of inmates, NFUAJ should consider disseminating this information through their newsletter to outside world.

8. Day Care Centre and special programme for children is necessary for Female Section.

9. Sufficient raw materials should be provided to the Instructors.

10. Formal setting inside the Learning Centre needs to be relaxed in favour of a more informal setting.

Report of Group B

The members of the Group are named in Annex 6. Apart from its general work the **SARVODAYA** Women's Movement has been running 18 literacy centres in different places of Sri Lanka. Out of those centres the Group visited **Dampiyagama Literacy Centre** of **Kalutara district** and **Lunawa SARVODAYA** Centre of Colombo district where literacy rate is less than that of national average level.

Dampiyagama Literacy Centre

Dampiyagama is a village comprising of fishing families and located along **Wadduwa** coastal belt. Realizing the importance of education in this village **Sarvodaya Women's Movement** has started literacy programmes in January 1994 at a community hall owned by the village temple.

TARGET GROUP:

Children and adult of fishing families.

Objectives:

There are four objectives such as:

1. Teaching to read and write
2. Counselling on family planning
3. Training on home management
4. Counselling on nutrition and sanitation

Activities:

Two part-time female teachers have been appointed to run the **Dampiyagama** literacy centre. Both the teachers are advised to motivate the guardians for sending their children/members to the centres. The 25 students, in the age group of 14-35 years, get regular instruction from the centre. Usually, students are given instruction twice a week from 2 p.m. to 5 p.m. Books, pencils, Khata, dolls, art materials and also first aid box are provided to the students. Besides, teachers are getting Rs.400 as travel allowance from the organization in a monthly basis. It is a 10 months programme.

Method of Teaching:

- Preparing for reading and writing by using books supplied by the government and also other agencies.

- Provide training for drawing and making some playing items.

- Training on music and literacy subjects like story telling, reciting of poem, etc.

Teaching materials:

Books, khata, wooden pencils, colour pencils, dolls, coconut leaf, etc.

Monitoring and evaluation:

Representative of Sarvodaya is monitoring the **Dampiyagama** literacy centre's operation process on a regular basis. An internal evaluation was carried out in July 1994. The evaluation results revealed that most of the students have attained a lot in terms of their creative abilities.

Funding:

SARVODAYA has several funding sources. But **Dampiyagama** Literacy Centre is funded by NFUAJ.

Other programmes:

Dampiyagama Community Hall is also used for a pre-school for 3-5 year old children. The number enrolled is 40. It is also used for an adult centre for women in which 10 are enrolled and also as a meeting place for community people.

OBSERVATIONS AND SUGGESTIONS:

i) Why are only 25 children being covered in the literacy class (or 40, if we include the pre-school lot)? Surely there are many more children within this fishing community who need to be provided access to education.

ii) Why are classes held only twice a week? This is hardly the best arrangement for sustained and systematic teaching work.

iii) Also observation of classroom activity indicated absence of any method in their work. Some were trying to read, others were drawing, etc. and it seemed that they were doing basically what they felt like. While it is agreed that free play activity can also play a role in the overall curriculum, it is certainly no substitute for teaching methods that are structured keeping both content and student capacity in mind.

iv) Just learning to read and write is not going to make any dramatic difference to the learners and unless what is being taught is linked to the life situation of the learners it will always seem dull, irrelevant, uninteresting.

v) It is better to pay proper salaries to teachers, make them work 6 days a week on a full-time basis and enrol all children in the community.

vi) It is always better to build a Learning Centre within the Community, and to construct it using low-cost materials quite like the homes where its target beneficiaries live.

The Lunawa Sarvodaya Centre

This Centre is situated close to a coastal belt occupied by largely low-income families, with high illiteracy and poor housing and sanitation. Malnutrition among children is high.

In this background, the Sarvodaya Movement started a pre-school and a community kitchen in 1982. The Mothers' Group associated with the pre-school participated in a number of activities. A functional literacy course was conducted for 17 women from 1991 to 1993. At present a course for 20 girls/women between the ages of 14 and 35 started in 1994 is being conducted.

Other activities at the Centre are as follow:

- Family counselling and legal services from the Sarvodaya Legal Aid Services.
- Health care clinic
- Awareness programmes on primary health care, S.T.D., child development, child care and maternal care
- Employment opportunities for young women
- Vocational training(carpentry, welding, sewing, wood-carving and crafts)
- Income-generation activities(preparing lunch packets, packeting spice and rice)
- Initiating of savings scheme
- Provision of permanent shelter for the homeless

The visit was confined to observing the literacy work.

Observations

i) The number of beneficiaries appear to be small considering the available infrastructure

ii) Questions to the learners and teachers about how they think such literacy education will improve their future, elicited vague answers about becoming more confident in their outlook. However, when they were asked whether education would improve women's capacity to fight daily problems such as alcoholism and wife-beating by men in the community who are mostly irregularly employed carpenters/masons, teachers felt that this was "expecting too much".

iii) The Centre has a Health Programme too, and the doctor was present during the visit. It seems no Family Health Cards have been filled up or are being maintained.

Report of Group C

The members of Group C are named in Annex 6. They visited the following 3 Learning Centres in the Gampaha District:

1. Karawylakubura Free School
2. Yatiyana Vijayamangala Pirivena
3. Sarvodaya Gampaha District Centre

1. Karawylakubura Free School :

Group Members attended the opening ceremony of the school, witnessed a cultural performance and were hosted by the community. This is a pre-school whose construction was financially supported by Sarvodaya. The operational costs will be borne by the community.

2. Yatiyana Vijamangala Pirivena Learning Centre:

It is located in a village only 6 KM from Colombo International Air Port. Yatiyana Buddhist temple is utilized as the Lerning Centre. There are about 4,600 people in this village comprising of low income groups.

Major activities of this Learning Centre include:

1. Education to "Teacher" Mothers: Mothers are given education on health care, saving, balancing expenditure with income and home management. Education is provided through guest speakers for one time period of 3 months.

2. Training of Unemployed Youth and providing Loans for self employment. Unemployed youths are enlightened to find self employment and loans are provided for their enterprises. So far Sarvodaya has provided Rs.100,000/- as Loans.

3. Children's Saving Programme: Children are encouraged to earn money by producing and selling garden produce and deposit the money in Sarvodaya Savings Account. So far about 300 children have opened Savings Accounts.

4. Youth Leadership Training : There are several programmes to enhance and enrich the ability and leadership of the youths as they are the driving force of the nation.

5. Settling Disputes: There is a movement to encourage the settling of minor disputes among the villagers themselves without going to a Court of Law. This saves time and money and enhances social harmony.

6. Education Services: This Centre organises education serices by holding classes to teach English, Mathematics and Social studies based on school curriculum.

3. Sarvodaya Suyoshita Learning Centre:

This appears to be a full-pledged Learning Centre which more or less satisfies the 4 key functions of a Learning Centre as explained below :

Key Function 1: Community Information and Resources Dissemination -

1. Library
2. Information of the Learning Centre
3. Information about Community
4. Information on health care
5. Regular meetings for dissemination.

Key Function 2: Education and Training :

1. Education to mentally handicapped children
2. Education to pre-school children
3. Education on English as a second language
4. Primary teachers' training - 1 week
5. Training on Cookery
6. Training on Sewing
7. Training on Handicraft
8. Training on Health Care

Key Function 3: Community Development Activities:

1. Income generating Projects:
   Handicapped people's produce - art flowers, toys and some handicarafts

   Some companies provide raw materials and buy back the finished products. Workers get 90% of the earning

and 105 goes t the Centre. This source of income has been helping poor families.

2. Instructions Training to mothers, family child psychology and what actions to take in case of mental and retardation.

Key Function 4: Co-ordination and Networking with GOs and NGOs -

Government agencies and non-government Organisations are invited to attend important meetings of the Learning Centre for maintaining good co-ordination on networking.

OBSERVATIONS:

1. Sri Lanka has high literacy rate, but countries like Bangladesh, Nepal, India, Pakistan have low literacy rate. As such these countries give more emphasis on literacy and income-generation.

2. Sarvodaya has been organising Learning Centres around teachings of Buddhism, but in other countries Learning Centres are developed to support government programmes and community needs.

Report of Group D

The members of Group D are named in Annex 6. They visited the village of Hamunuwa in the Kuliyapitiya district in the morning and the Kuliyapitiya Sarvodaya District Centre in the afternoon.

Hamunuwa Village

The Group observed a training session for the members of the Executive Council of the Sarvodaya Hamunuwa Sri Sumangala Village Society. The accompanying staff officer explained the three different programmes comprising the Economic Programmes of Sarvodaya, namely, the Rural Enterprises Programme-REP(promoting savings and credit in village societies), the Rural Enterprises Development Services-REDS(providing extension services to REP borrowers) and the Sarvodaya Management Training Institute-SMTI(providing management training to village society office bearers and sub-committees and to Sarvodaya staff). The structure of the village society and the Social Programmes of Sarvodaya were also briefly explained.

The class was being conducted in a building of the temple by the District Training Officer of the SMTI. The name of the temple

is also included in the name of the village society signifying both the spiritual leadership and the physical resources provided by the temple. The Society has about 100 members from among the poorest families in the village.

The participants questioned the members of the Executive Council on the savings and credit programme, the nature and frequency of the training made available to them. Apart from the training of the members of the Executive Council, there are training programmes for the Economic Sub-Committee and the principal office-bearers of the Society. While the SMTI budgets for a certain number of training sessions, the actual conducting of the sessions depends on the wishes of the Society.

While individual accounts are maintained there are Savings Groups and each Group decides the quantum of their saving, for example Rs.20 in 15 days. From its inception 3 years ago the Society's own savings amounted to Rs.104200/=. The total outstanding loans given was reported as Rs.90000/=. It is only when the village society can efficiently manage its own savings that the REP gives them a loan for bigger economic activities.

The main economic activity was paddy and vegetable cultivation. With the assistance of REDS some have started on new crops such as sunflower, ...

The society runs a pre-school also on the temple premises. The visit being on a Saturday the school was closed. The society engages in shramadana activities for public welfare and also organises religous and cultural activities in which the village people as a whole participate.

Kuliyapitiya District Centre

At the District Centre, which housed the district headquarters of the economic and social programmes of Sarvodaya, the participants observed the following classes in progress: a music class, a dancing class and a training session for the principal office-bearers of villag societies.

The participants exchanged ideas with the village society officials present. On being questioned as to any new things they needed to learn, one responded that their members needed industrial training such as welding. Another responded that information on marketing is needed for people engaged in sewing.

The officer conducting the training explained that there are manuals on training prepared by the SMTI.

Comments

1. Local resources are utilised. e.g. temple premises
2. The L.C. activity includes making a development plan for the village.
3. Meets the immediate needs of the people. e.g. credit, pre-school.
4. Learning opportunity for all age groups/categories of people.e.g.children, women, mothers, farmers.
5. It is a people's own programme.
6. Direct people to innovations. e.g. cultivation of sunflower
7. No networking between this and other societies in other village.
8. Learning Centre is for continuing and not basic literacy.
9. Linkages with other societies should be built at district level.

The Groups presented their reports in plenary. Many questions were raised about Sarvodaya which were responded to by the Sarvodaya representatives present. It was explained that the village level societies are independent entitities under the law and the Sarvodaya Sangamaya has no say over them. The link with Sarvodaya is an acceptance of a common philosophy of development. The village society is free to do what it wants. It is this which again explains the lack of a network among village societies which is regarded as very desirable. The distinction between Sarvodaya as an organisation which derives its legal status from an Act of Parliament has to be distinguished from Sarvodaya as a movement which any one is free to join, the requirement being an acceptance to live according to its philosophy of development. It was explained that while it is based on Buddhist philosophy, those aspects which form the Sarvodaya philosophy are universally acceptable and that there are members of all ethnic groups and faiths who are part of the movement and are members of the Sangamaya.

Chapter Six

PREPARATION OF LEARNING CENTER PROGRAMS UNDER DIFFERENT SOCIO-ECONOMIC CONTEXTS

The objective of this session was to concretely develop appropriate LC programs for implementation in different socio-economic contexts.

The session was divided into two segments:

1. Explanation by the Resource Person of the steps involved in appropriate program development according to the Learning Center concept detailed in Chapter Four of ATLP-CE Vol VII.

2. Development of exemplar Learning Center Programs by participants divided into Groups A, B, C & D. The Groups were required work respectively in each of the four socio-economic contexts provided in the Manual, namely:

   (A) Social Group at the level of survival;

   (B) Underprivileged Social Group;

   (C) Rural Development Situation;

   (D) Society in transition from Agriculture to Industry.

   They were required to choose a specific Target Clientele for their Learning Center from within the developmental context assigned to them, identify its needs and design an appropriate LC program. In this respect, they were advised to follow the steps provided in Fig.4.2 on Page 30, Chapter Four of ATLP-CE Vol VII.

SECTION 1

The following is the text of the presentation on ATLP-CE VOL VII CHAP Four, by Mr J. Ramaswamy, Resource Person

As you are aware, the whole purpose of this manual is to provide a practical guide to setting up and running an effective Learning Center. Before I take you through the actual steps given in Chapter IV of ATLP-CE Vol 8 on how to set up a useful program, let us briefly reflect upon what you have learnt so far.

The most important factor that you have been asked to consider is that there is no universal type of a LC which can be built everywhere.

This is because, to be successful, the character of a LC must be determined by the developmental problems of its country;

More specifically, its concept must reflect the specific needs of the target clientele whose needs it chooses to fulfill. Everything else about the LC - its functions, its education philosophy, its teaching method - is determined by this.

In other words, unless a LC takes on such **multi-purpose** responsibilities, it will fail.

Some of you may feel that there is nothing new, nothing to learn, in all this. But if you stop to think about it a little, you will realize that it is very rare for LCs to function like this.

You see, very frequently, we teachers are an arrogant lot of people. We think we know what is best for the student, and we never stop to ask ourselves: Is what we are teaching really useful? Will it really make a difference in the life of our learner ? We strongly believe that learning to read and write is the most important thing, and <u>all</u> books are equally good in achieving this. In fact, this is not true, and if we take a good look around us, we will realize the seriousness of our mistake.

Friends, today, developing countries with the largest number of illiterates in the world are facing a peculiar situation...

On the one hand, they are witnessing rapid growth as their economies open up to foreign investment and competition. For the man on the street, the effect of this has been very dramatic as the shops get bigger and better stocked. It is certainly an exciting time for all those who have the money to buy what they need to improve their quality of life.

On the other hand, the majority of their populations remain illiterate and continue to live marginalised lives. Nowhere do the new developmental priorities reflect their survival needs of nutrition, shelter, health and education.

Yet it is common for us educators to blame the poor for their own condition. We feel this is so because they are ignorant and do not see a value in "education". We feel the answer lies in motivating them into becoming literate. In fact the reality is the opposite.

We do not realize that the poor of our societies are already being "educated" by the street. It taught them long ago that our present systems of education will not fill their stomachs and are a waste of time.

So what do they do ? In a way they take revenge on us by producing more and more children whose earnings are the only

resource they can rely on. In this way, each year, the galloping population rate increases the absolute number of illiterates, and undoes all efforts at raising enrollment figures for primary education.

What is left is further undone by the high and almost constant rate of children who drop out of school due to irrelevant educational content, inflexible school timings, rigid definition of school-going ages, and poor commitment from teachers.

In developmental terms, in other words, we ***think*** we are running to stay in the same place, but we are actually falling behind !

What then, should be done in the circumstances ? What is this new concept of a LC proposing ?

First and foremost, look around carefully and choose your target beneficiaries from among those who need your help most urgently.

Second, once you've found them, stop treating them as idiots. Give respect to the skills they have learnt in the most difficult school of all - the school of life. Their children may be diseased and malnourished, their shelters may be primitive and dirty, they may not have access to clean drinking water and toilets. But they know how to survive in spite of your wrong policies!

And third, get to know them well before deciding what kind of LC they need. It will help decide not only what functions your LC must take up first, and what later; it will also help you decide what to teach and how to teach.

Let me explain how this works by giving you a concrete example from my own field of work with street & working children. Working children are often of two kinds. Either they are homeless and live on the street (having run away from their home circumstances of physical abuse, hunger or dire poverty). Or, they continue to survive with their families who have migrated for similar reasons from villages and end up living in the many urban slums which are fast proliferating in our cities.

In both instances they subsist off the informal economy of the city, living an impermanent, often illegal existence, working as garbage pickers, shoe-shiners, unlicensed porters, vendors of petty articles etc. In their daily survival strategies, often their right to work and exist is itself not guaranteed. And they face simultaneous exploitation and physical abuse from the Police, Employers in petty businesses, as well as street gangs which run crime and extortion rackets. The children particularly suffer malnutrition and are prey to tuberculosis, skin and sexually transmitted diseases.

Now, conventional notions of Literacy Education are simply no use in their pressured existence. However, if a Learning Center was to design its educational package according to what is most urgently required by such children, what would its program look like ?

I think it would probably first have to tackle this target group's need for **protection.** In other words, the LC's educators would have to make a direct intervention on the street to ensure that the children's right to work is assured. Next in order of priority would come provision of **health-care, nutrition** and **shelter** by the LC.

If all this is done *before any class-room activity begins*, it will demonstrate the relevance of the LC's education philosophy as nothing else can. Children will find a practical meaning in the existence of the LC and be attracted to join its classes. Let us now turn briefly to the question of 'What to teach, and how ?'

In determining the **content** of teaching, such a LC will inevitably face a dilemma:

On the one hand, a teacher here will find that available textbooks are frequently written for better-off children and do not use learning situations that working children can relate to.

On the other hand, unless the learning materials equivalent to the formal system are used, we will close the option of lateral entry into mainstream education for those students who later desire to do so.

The solution lies somewhere in between. Designing an entirely new curriculum and writing new books for your target group is a highly specialized activity that is not possible for individual LCs to do. So use available, low-priced materials. At the same time, try as far as possible to re-interpret these to fit the life situation of the learners. Your LC may need to develop a supplementary Teachers' Guidebook for teaching specific texts as a solution. If you consult pages 37-38 in Chapter Four of ATLP-CE Vol VII, you will find a detailed example of how this can be done.

This is all the more necessary since LCs often have to make do with teachers who may not have the talent or aptitude for imaginative teaching, and are there simply because they need a

job. Such individuals particularly need the right orientation, constant corrective training on-the-job, as well as such a Supplementary which can function as a reference book on how to teach.

I do realize that as educators, we can neither hope to set development priorities for the world, nor be able to correct all the mistakes of existing policies. But with all our limitations, let us at least join our learners who are fighting for the right to survive with dignity. Let us at least contribute by giving them an education in which the head is held high and the mind is set free...

****

After Mr Ramaswamy's talk, Mr T.M. Sakya summarized the process of preparation of the Learning Center Programs showing the figure given below. He also clarified that the programs of a LC are influenced to a large extent by the following factors:

1. Socio-economic and cultural background of the learners;
2. Needs and aspirations of the learners;
3. Philosophy and plan of the LC's promoters.

SECTION II
(Given below are the details of LC Programs developed by the 4 groups of participants for Socio-Economic Situations A,B,C & D)

GROUP A:

EXEMPLAR SITUATION 'A': Program development for a LC catering to a social group at the level of survival

STEP ONE: Identification of Target Clientele

A group of urban slum dwellers were chosen as the target group for this exercise in programming. Deprived of even basic civic amenities in their daily existence, this group is typical of the many in developing countries who live at the level of survival. Quite often they are migrants from rural areas who've come to the city in search of a better life.

They come driven by a variety of reasons which include poverty and indebtedness, natural calamities, unemployment or the prospect of seasonal employment etc. But very soon they discover that they will have to survive on the margins of the city without proper shelters, sanitation and health facilities, on such low incomes that their children are compelled to work instead of going to school.

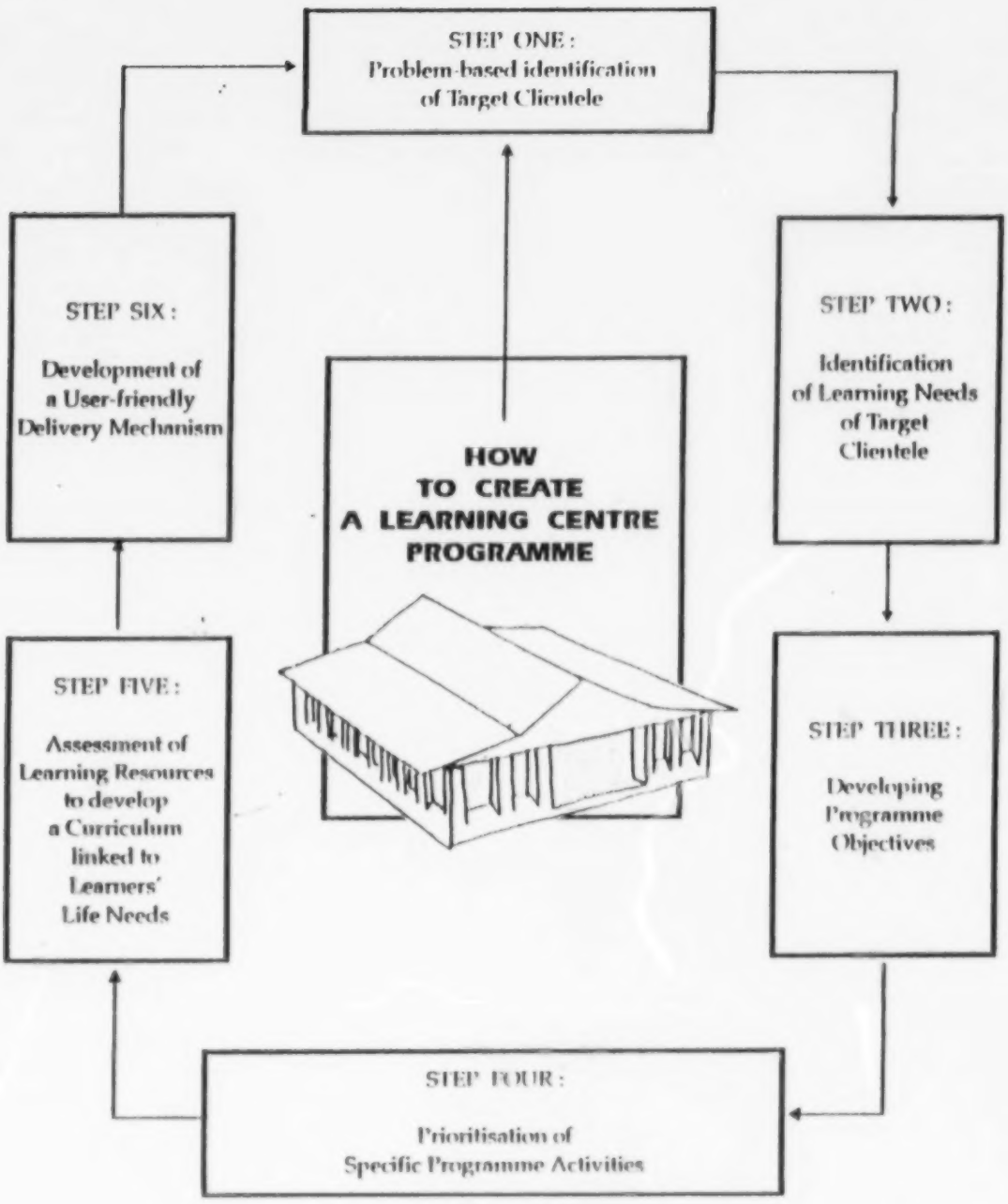
STEP ONE:
Problem-based identification of Target Clientele
STEP TWO:
Identification of Learning Needs of Target Clientele
STEP THREE:
Developing Programme Objectives
STEP FOUR:
Prioritisation of Specific Programme Activities
STEP FIVE:
Assessment of Learning Resources to develop a Curriculum linked to Learners' Life Needs
STEP SIX:
Development of a User-friendly Delivery Mechanism
HOW TO CREATE A LEARNING CENTRE PROGRAMME

Figure The six steps in determining the overall programme of a Learning Centre

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The demographic details of this target group and its location were provided as follows:

Target clientele	:	Slum dwellers
Name	:	"JAKSCHBMRA"
Location	:	Near Colombo Railway Station
No. of Adults	:	100
Males	:	40
Female	:	60
Children	:	150
Educational status	:	85 % illiterate
Talents	:	2 skilled persons in carpentry
	:	4 masons
Agencies	:	People are not aware about them
Existing programs	:	Nil
Physical resources	:	Nil
Human resources	:	6 skilled persons

STEP TWO: Identification of learning needs of target group

Identification of the learning needs necessitates a concrete study of the life situation of the LC's clientele. In addition this helps the LC build a good rapport with its target community and its leaders. Through home visits, discussions and face-to-face interviews with the beneficiaries, the following details were identified:

1. Lack of proper shelter
2. Low income
3. Lack of health facilities
4. Lack of sanitation
5. Insecurity over irregular sources of income
6. Large number of children not involved in any activity, etc.

STEP THREE: Developing program objectives

After studying their needs as well as their capacities and talents, the following objectives were formed:

1. To make them aware about their rights and responsibilities and execute necessary steps to achieve this.

2. To work towards self-reliance within the community, with special attention to women.

3. To provide health and family education to women, as well as a nutrition and a savings program.

4. To introduce small-scale economic activities like envelop-making, carpentry, greeting cards making, candle making, soap making, etc.

5. To organize the community's women and facilitate their access to Government programs which can strengthen their economic situation.

6. To provide programs both for the basic education of children, as well as for their entertainment.

STEP FOUR & FIVE: Prioritising specific activities and assessing learning resources

Learning Center promoters should build up good rapport with the community and they should try to work with the people instead of for the people. In other words, the LC should help the people to help themselves. The LC's activities should not create big expectations among the people about its capability to solve all their problems.

Since LCs' frequently face various resource and other limitations about how much they can take on, it was decided to prioratise the activities suggested in the previous section using need based criteria.

Further, vis-a-vis learning resources, the following suggestions were made to meet the various needs of the LC program to be set up:

1. Use of a trained facilitator/community organizer, along with an assistant from community.

2. Tapping of available Government learning resources

3. Use of audio-visual materials

4. Organization of health camps and weekly clinics using Government medical staff

5. Use of part-time resource persons for health-care, education

6. Identification and use of an appropriate selection from available educational materials

STEP SIX: Developing a user-friendly delivery system

The following suggestions were made by way of delivery systems appropriate to this target group's situation and needs:

1. - local committee

2. - women's, youth organization

3. - Regular meetings (for dissemination of information as well as to encourage a participatory approach)

4. - Process oriented programs

GROUP B:

EXEMPLAR SITUATION 'B': Program development for a LC catering to an underprivileged social group

STEP ONE: Identification of Target Clientele

The underprivileged social group identified for the purposes of this exercise was a community of brick kiln workers and their families in Faizabad and Sultanpur Districts from the state of Uttar Pradesh, India.

Their life situation was indicated as follows:

1. All families subsist below the poverty line

2. Majority of poverty-stricken adults see no reason or benefit in going to school; only a small minority have achieved basic literacy under the National Literacy Campaign

3. Parents keep children at home to look after their younger siblings

4. The ignorance of most workers is exploited by their contractor/employers

5. The health of workers is generally poor due to long hours of work in the brick kilns

STEPS TWO, THREE, FOUR: Identification of target group's needs; development and prioritization of program objectives

Having identified the group's needs, it was decided to promote the following objectives in the LC's first year, in order of priority:

1. To promote legal literacy for 50 workers within the first 3 months by 2 teachers.

2. To form 5 pressure groups of 20 members each in order to check corrupt practices and prevent exploitation.

3. To organize 50 mobile clinics by utilizing government doctors in order to provide health-cover to 500 people.

4. To make a brick and mud cleaning center with labor assistance from the workers in 1 month.

5. To conduct basic literacy classes for 150 children divided into 6 groups of 25 each, with one teacher per group.

6. To conduct adult literacy classes of 6 months duration for 50 students. The classes should be in the evening Monday - Friday and cover those not covered under the National Literacy Campaign.

STEP FIVE: Assessing learning resources

It was decided that the following learning materials would be used:

A. For adults (15+) government materials for adult NFE (Such materials have been developed by SRC (State Research Center) for such target groups, for e.g. the first chapter is about bricks)

B. For children between 3 - 6 years, government pre-primary curriculum (toys, games etc.)

C. For children between the ages of 6 - 14, recognized government NFE materials.

STEP SIX: Developing a user-friendly delivery system

A. It was decided to use a "participatory approach", in which pictures and the alphabet can be used for learning through both discussion and play

B. Flexible timings to suit the working hours of learners

C. Divide classes into 4-5 Groups based on learning capacity as well as age; and demonstrate the use of a non-hierarchical Teacher/Student relationship in the classroom

D. Create an atmosphere of "fun" through the use of song, dance, drawing, theater (for workers too). It can be a most effective strategy for both retention of existing students as well as for the enrollment of new ones.

GROUP C:

EXEMPLAR SITUATION 'C': Program development for a LC catering to a target group within a rural development situation

STEP ONE: Identification of Target Clientele

The target group selected from within a rural development situation was a village-based community of poor landless daily laborers. There are male as well as female laborers within this group which gets work from big landowners in the village.

The demographic situation indicated for this group was as follows:

Families	61
Men	57 (4 dead)
Women	59 (2 dead)
Children	187
School going children	42
Literacy rate women	47 %
" " men	45 %

There is a Government primary school in the area. The high school however is four miles away from the village, and attended by only three children from here. Both adult school drop-outs as well as the women labor on the fields. Girls, on the other hand, stay at home to look after their younger siblings. The standards of living and income levels are very low and need urgent improvement.

STEP TWO: Identification of learning needs of target group

The following needs were identified:

1. Empowerment
2. Literacy
3. Recreational activities
4. Community development activities
5. Basic education and functional literacy, in for e.g. human rights, legal rights vis-a-vis labor and land laws, children's rights etc.
6. Village library and Resource Center
7. Skills improvement program and income generating activities such as basket-making, tailoring, handicrafts from locally available raw materials. Tie-up for both manufacture and marketing with local factories and businesses.

STEP THREE: Developing program objectives

1. Empowerment through awareness of human rights, labor laws, legal rights, equal wages, women and child rights
2. Skills improvement and income generation training
3. Equivalency Program
4. Literacy Program, both basic and functional
5. Socio-cultural activities such as drama, street plays, singing and puppetry
6. Library/Resource Center to provide reference materials, as well as disseminate other relevant information on the LC and community development

7. Pre-school & Creche both as an educational strategy for younger children as well as a support system to attract working mothers to the LC to enable to get mothers to take a greater interest in the Center

STEP FOUR: Prioritising specific activities

These activities were prioritized as follows, in accordance with the needs of the community:

- Functional literacy
- Skill improvement training
- Income generation program
- Equivalency program
- Literacy program
- Socio-cultural activities
- Library
- Pre-school

STEP FIVE: Assessing learning resources

The following learning resources were listed:

1. Educational materials - Slides note books, curriculum material, writing materials.
2. Resource Persons/Teachers
3. Management and infrastructure
4. Furniture
5. Appropriate schedule.

STEP SIX: Developing a user-friendly delivery system

1. Activities which can envelop the community as a whole
2. Use of group meetings
3. Family visits and face-to-face meetings

4. Networking community to community, group to group, as well as community with NGOs and GOs, particularly for enforcement of labor regulations

5. Use of mass media

6. Music and drama activities

7. Sports activities

8. Celebrations of national value, e.g. national day, religious festivals

GROUP D:

EXEMPLAR SITUATION 'D': Program development for a LC catering to a target group within a society in transition from agriculture to industry

STEP ONE: Identification of Target Clientele

The target group chosen was Samaki village near Jakarta in Indonesia. Its demographic background was provided as follows:

- 100 Families - 2,100 people
- 80 % Literacy
- Farming - paddy, corn
- New industry - cotton making, batik making
- Basic facilities - like water, school, as well as Village Reading Center

The following problems were also apparent:

- No electricity
- No health facilities
- Poor transportation facilities
- No access to market
- Problem of drop-outs due to lack of secondary school
- Poor hygiene in view of the absence of toilet facility
- Environmental pollution

STEP TWO: Identification of learning needs of target group

In the circumstances, the following learning needs were identified:

1. Secondary level non-formal education for drop out children

2. Vocational Training in screen printing and food processing, agricultural and other appropriate technology

3. Arrangement of a health facility

4. Awareness about sanitation

5. Environment conservation, as well as the preservation of traditional arts.

STEP THREE: Developing program objectives

1. To upgrade the general educational level of students through post-literacy and equivalency Continuing Education (Packet B).

2. To introduce new vocational skills in the area of food processing, screen printing.

3. To introduce new farm practices.

4. To strengthen primary health-care and sanitation programs.

5. To make people aware of the need to preserve their environment from the harmful side-effects of new industrial activities.

6. To preserve and promote traditional culture.

STEP FOUR: Prioritising specific activities

1. Equivalency for Secondary Education through Packet B.

2. Introduction at Vocational Skills like

   - Batik making
   - Food processing
   - Entrepreneurship

3. Introduction of New Farm Practices such as:

   - Introduction of new marketable products, fruits, poultry, vegetables.

   - New agricultural technology, such as tractors.

4. Health and sanitation education through:

   - Toilet Building
   - Developing a good drainage system
   - Organizing regular visits by a doctor

5. Environmental intervention, through
   - Awareness generation
   - Checking water pollution

6. Preservation/Promotion of Traditional Culture such as Javanese dance forms

STEP FIVE: Assessing learning resources

The learning resources to be utilized include:

1. Learning materials available from the government (Packet B)

2. Staff - a) One manager
   b) Teacher for Continuing Education
   c) Visiting Resource Person for different skills - health, agricultural and vocational education, women's issues.

3. Existing building

4. Existing library/village reading room

STEP SIX: Developing a user-friendly delivery system

The following suggestions were felt to be appropriate by way of effective delivery mechanisms:

1. Regular meetings for group discussion
2. Sub-study groups for individual interests
3. Classroom reading
4. Cultural events and multi-media use
5. Demonstration board for regular information on activities
6. Counselling and consultation services
7. Exhibition of various new products
8. Occasional field work
9. Children's recreation group for games, theater

Chapter Seven

INITIATING/STRENGTHENING A LEARNING CENTRE

Having considered why learning centres are needed, the concept of a learning centre and possible functions and programmes for a learning centre, the Workshop considered how a learning centre may be started/strengthened.

Chapters 5 and 6 of the Manual contained the major suggestions regarding these. Both chapters were considered in a plenary session where the inter-relationship of the various suggestions made and guide-lines given were considered.

It was noted that throughout the Manual and in the work so far, the importance of knowing the socio-economic context of a learning centre, at depth, has been emphasised. "Getting to know the community" thus acquires a special significance and should be a continuing activity. It is this which would enable both the needs and resources of the community to be accurately assessed and facilitate much of the subsequent activities.

While there is the need for a "Promoter", a Learning Centre belongs to the community and should be managed by it. Its management functions would include a survey of resources, planning, monitoring and evaluation. Where resources are concerned, note should be taken of the fact there are other similar agencies/groups functioning in even a very poor community and they may have resources which may be accessed. There are also such agencies outside the community and of these the government services are specially important. Networking among these various agencies should be explored.

Physical facilities were specially discussed considering that a learning centre needs a "local habitation and a name". Examples of low cost housing from various countries were presented and suggestions made regarding many possibilities for obtaining the required accommodation. Attention was drawn to the need for different types of accommodation to suit the different functions of a learning centre.

The Workshop then continued in the same groups as earlier to formulate strategies for the different development situations which were being considered. Each development situation was to be illustrated by taking a very specific locality from one of the participating countries to ensure that the development of strategies reflected an actual situation as much as was possible in a workshop. The following are the reports of the Groups.

Report of Group A

Members of Group A are as at Annex 6. The development situation being considered was a " Social group at the level of survival". Within this, the Group selected its target clientele as "Slum dwellers near the Fort Railway Station". The population concerned was identified as consisting of 32 families with 100 adults of whom 60 were female, the number of children being 150. The population was considered to be 85% illiterate.(Extremely unlikely even in the worst slum area in Colombo.) The population was largely unskilled there being only one mason, one carpenter and 6 other skilled persons. There were no agencies assisting these people.

A new learning centre appeared to be needed and if it was to become a reality it has to be constructed out of locally available material with community participation with the community making some space available. Possible functions and programmes for the centre were identified as follows:

1. Rapport building
2. Create Programme
3. Mother's meetings
4. Formation of women's group
5. Self-help programme
6. Saving and credit
7. Small scale enterprises
8. Basic education programmes

The creation of the centre requires the participation of many and the following were identified as a collective promoter:

- NGO - the implementing organization itself
- Non-formal Education Department of the Ministry of Education
- Ministry of Health
- Ministry of Social Welfare
- Community leaders/potential person from the community
- Municipality of Colombo

The following specific learning groups were identified within the proposed programmes:

a) Children's pre-school programme

No. of children - 25

b) Special literacy programme for women

i) Oral education

. personnel health and

- family planning
- education related with their daily survival
- advantage of collective efforts

ii) Basic Education - 10 months.
- 6- 8 p.m. time period
- Alphabet, arithmetic
- Participatory approach of learning

iii) Follow-up functional literacy for women (formation of groups) :
- health education
- micro enterprises
- Other areas of womens' interest

iv) Self-help programme

v) Small scale entrepreneurship

With respect to staff a Project Officer, a Community Organizer and a Community volunteer, all three being female, were considered necessary. Their responsibilities are as follow:

The Project Officer will be responsible for overall project management and will play a catalytic role between resources available outside with government, non-government and donor agencies and with those in the project area also.

The Community Organizer will be responsible for all the activities related to the project area. She will run the Creche Programme and organize mothers meetings' regularly. She will also attend training in areas like community mobilization from NCO other NGOs and government. She will also enriched through exposure programme.

The community volunteer will assist in overall activities of community organizer. She will act as a bridge between community and the project personnel.

For other training and local skill, NCO facilities and government facilities will be utilized.

Resources required for putting up the centre have already been referred to. The physical facilities would need to be upgraded in about 3 years time and assistance may have to be sought from a donor. While a fund-raising exercise will be undertaken by the implementing NCO, financial assistance will be sought from other NGOs. It is expected that there will be support from the Colombo Municipality and the Ministries of Education and Health. It is

estimated that the approximate cost will be Rs.10,000/- and that 60% will be available from within and 40% will be requested from either the government or donor.

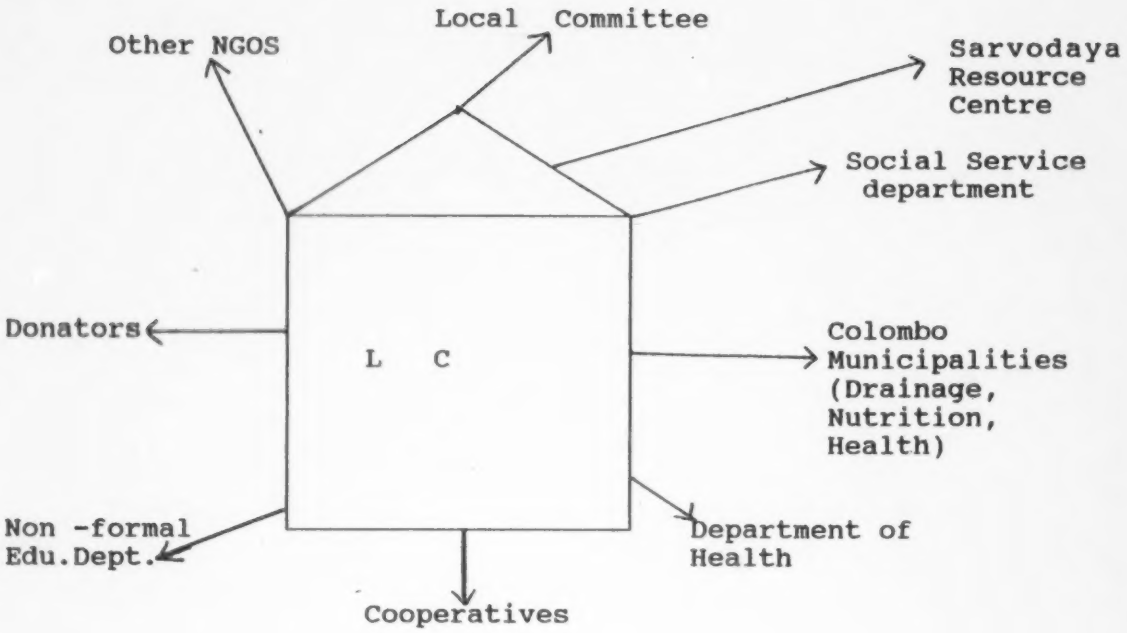
Among the learning resources required would be posters and charts,educational games, multi-media resources, quizzes and tests, books from government non formal education section, stationeries - paper pencils and other supplies.

A committee of 7 comprising of a local leader, a representative of the implementing NCO, a Local Government representative, the Community Organizer, a mother, a youth from the community and an educated person will manage the Centre.

The functions of this committee will be as follows:

- Organising resource and facilities
- Recruiting full-time staff and Including Volunteers
- Designing the educational programmes
- Developing strategies to mobilizing resources, promoting networking and linkages
- Supervision
- Monitoring
- Participating in evaluating the Centre's effectiveness

The following diagram illustrates the relations with Units, Agencies - both inside and outside:



Report of Group B

The members of Group B are as at Annex 6. The development situation being considered was a " Underprivileged Community". Within this, the Group selected as its target clientele a community of brick kiln workers and families in Faizabad and Sultanpur Districts, Uttar Pradesh, India. This community is below the poverty line and due to poverty adult students do not see reason for going to school. Parents keep children at home to look after their younger sisters and brothers. Some adults have completed basic literacy, under the National Literacy Campaign. Workers are exploited by their contractors. Workers have poor health due to working in kilns.

The objectives of the Centre during its first year of operation are to be as follow:

- To make 50 workers legally literate within the first 3 months using 2 teachers.
- To form 5 pressure groups of 20 members each in order to check corrupt practice and prevent exploitation.
- To organise 50 mobile clinics by utilizing government doctors in order to provide health services to about 500 people.

- To make a brick and mud cleaning centre with labour assistance from the workers in 1 month.

- To conduct basic literacy classes for 150 children divided into 6 groups of 25 with one teacher per group.

- To conduct adult literacy classes 50 students for 6 months. The classes should be in the evening Monday - Friday and cover those not covered under the National Literacy Campaign.

Where the curriculum and learning materials are concerned the following will be done:

- For adults (15+) adult government NFC materials, developed by SRC (State Research Centre) will be used. The materials have been developed to address the needs of communities like the target community. (eg: The first chapter is about bricks)

- For children 3 - 6, government pre-primary curriculum (toys, games etc.,) will be used.

- For children 6 - 14, recognized government NFC materials will be used.

The delivery mechanism used will have the following characteristics:

- "Participatory Approach"
  * students look at a picture of bricks.
  * Discussion of picture
  * Learn Words/letters

- Very flexible timing according to working hours.

- Demonstration of non hierarchical methods in the classes
  Divide classes into 4-5 Groups based on learning capacity age.

- F U N - e.g.: songs, dances, drawing, theater (for workers too). Show a day in your life.
  Fun flowing to other communities.
  Use bricks for exercises.

- Every one will want to join, becomes a movement.

Report of Group C

The members of Group C are as at Annex 6. The development situation being considered was a " A rural development situation". Within this, the Group selected an existing Learning Centre in the Danchchi and Bhadrabas V D C Kathmandu, Nepal run by ABC/Nepal (Agroforestry, Basic health and Co-operatives). The Centre serves a very poor community of about 5000 people. The poverty has promoted prostitution and the spread of AIDS. The current programmes of the Centre are as follow:

* Promotion of Agroforestry
  - Orientation/training for agroforesting
  - Seeding, Nursery, plantation

* - Health Programmes
    - Basic Health Services
    - Family Planning
    - Pre natal and post natal
    - Nutrition
    - Mid Wifery Training
    - Veterinary Service

* - Women Co-operatives for Income generation programmes such as :

  - Tailoring
  - Weaving
  - Handicraft
  - Kitchen Gardening
  - Potato Farming
  - Goat raising
  - Retail Shop
  - Spinning Wheels
  - Mushroom farming
  - Bee Keeping

Approaches adopted for Co-operatives
- Formation of Co-operatives
- Saving Scheme
- Machinery Fund provided
- by ABC/Nepal
- Leadership Training
- Skill development training

The following new programmes are expected to be added:

* Training - Facilitators, Supervisors, Beneficiaries, Rights of Women, Legal Rights, Land Rights.
* Resource Centre
  - Library
  - Reference materials
  - Information Community
  - Information of Learning Centre
  - Dissemination through Cultural programmes Posters/pamphlets.

* Programme against girls trafficking and AIDS
  - Orientation against girls trafficking and AIDS
  - IEC materials production and distribution
  - Sensitization to the government and other other authorities.
  - Drama, Street plays.

A Management Committee consisting of 8 members from the community and 1 from ABC/Nepal will be formed to improve the Learning Centre.

The following new specific learning groups have been identified:

A selected group of 300 families from which all the older females and men will participate in basic literacy courses, income-generation and savings activities and activities designed for moral upliftment.

Fifteen literacy classes will be conducted in homes. The 3 primary school premises, the temple premises and community open spaces will also be used to implement the activities. The permanent staff is expected to consist of a Field Coordinator, 2 Local Supervisors, 15 Facilitators and 2 Staff Nurses. The following part-time staff is expected to be available: a Programme Officer, a Doctor, Volunteers, priest, social workers, etc. The staff will be trained at both central and community level.

The existing building with 3 rooms (55 sq.m.) will be used with one room as the Health Centre, one room for Resource Centre and the remaining one for training and meetings. A new building/space will be needed for income generation activities, counselling services, office space, guest room for visiting resource persons from outside and for a hostel for vagrant girls. Additional space will also be needed for training and meetings.

The estimated cost is as follows:

-	Permanent staff	Rs.150 000
-	Part-time staff	Rs.100 000
-	Training	Rs.100 000
-	Materials	Rs. 50 000
-	Transport, comm., etc.	Rs. 10 000

These will be met by ABC/Nepal. A new building is expected to cost US$ 4 000 and a request will be made to a donor.

The functions of the Management Committee will be as follow:

- Motivating the community to participate in Learning Centre activities.

- Planning, programming

- Maintenance

- Local co-ordination for training and other programmes.

- Mobilization of local resources.

Relations will be established with Youth Organisation, Male groups for health services, religious leaders for moral support, women's association, Police Department and local authorities at local, provincial and national levels.

Relations will also be established with organisations such as UNICEF, UNESCO, Asia Foundation, NFUAJ, PARTAGE, South Asian Association for Women Studies to get information and technical, material and financial support.

Report of Group D

The members of Group D are as at Annex 6. The development situation being considered was a " A society in transition from agriculture to industry". Within this, the Group selected as its target clientele the Samaki village near Jogjakarta, Indonesia.Samaki village has a population of 400 in a 100 households. The literacy rate is 80%. The main occupation is cultivating paddy and corn. It has a primary school and there is a reading room/place for every 20 households. Drinking water is supplied by wells. There are new industries such as cotton-making and batik-making around the village.

The village has no electricity, no health facility, no market and poor transportation. It also does not have a secondary school and those who complete the primary cannot proceed further. The sanitation is poor with there being no toilets. The river running by the village serves as a sewage system. The traditional culture is decaying.

The learning needs of the community were identified as follow:

- Equivalent education at secondary level.
- Vocational training in Batik-making, food processing, screen printing and agricultural technology.
- Arranging health facility.
- Awareness about sanitation.
- Environmental preservation.
- Preservation of traditional art and culture.

The functions and programmes were identified and prioritized as follow:

1. Equivalency for second Education through Packet B.

2. Introduction of vocational skills

   - Food processing - Batik making
   - Entrepreneurship

3. Introduction of new farm practices

   - Introduction of new marketable practices (partly vegetables)

   - New technique on agricultures

   - Tractors, ...

4. Health and Sanitation - Health Education

   - Toilet
   - Drainage system
   - Regular visit of a doctor

5. Environmental Issues

   - Awareness against environmental Hazardo, water pollution

6. Preservation and promotion of traditional culture

   - Gomalam, Javanese dance.

It is expected that the Women's Association of the village, the Ministry of Education(Supervisor of Mass Education), the Ministry of Home Affairs(the Village Head) and the head of the religious institute(Imam of the mosque) will be the group promoting the development of the existing Reading Centre as a Learning Centre for the good of the community. Their mission is to support the community's efforts for its development.

The following specific Learner Groups were identified:

A. 20 children, more than 12 years old, who have completed the primary for the Equivalency Education at Secondary Level. The course will be conducted 3-4 hours/day.

B. 10 males/females per course for Vocational Training in food processing, fabric printing, type writing and sewing.

C. Monthly programmes for youth on preservation of traditional art and culture by traditional artists.

D. Groups associated with the construction of 10 public toilets per year for 4 years, with the assistance of the Ministry of Health.

The staff of the Centre will comprise a Manager to co-ordinate all activities, 5 teachers to teach Paket B(Equivalency programme), part-time resource persons for vocational training and a local trainer. The Government District Training Centre will be used for training the volunteers for vocational training. Management training will be provided for the Manager. Distance training methods will be used utilizing radio, TV, VCR,etc.

The existing building of the Village Reading Centre will be utilized as place for Equivalency Education.
The five learning classes will also be used for vocational training based on need/necessity. A multi-purpose new Learning Centre will be constructed at a later stage.

The following are the estimates of the financial and other resources required:

a) **Resources Needs**

1. Material	- 2 typewriters	) To be budgeted
	- 2 sewing machines	)
	- 1 work table	)
	- T.V., VCR, Cassette	)
	- Training Tools	)
- Furniture Building		) Available
- Bulletin Board		)
- Learning materials - packet B		)
- Tools for Food Processing		)
- Toilet construction materials from Governments		

b) Financial Estimate 1 US$ = 500 Indonesia Rs.

No.	////////////////////Items///////////////	///Amount////
1	Typing machine (100,000 Rs.) x 2	200,000 Rs.
2	Sewing machine (39,500 Rs.) x 2	75,000 Rs.
3	Work Tables	5,000 Rs.
4	Training kits (Batik and others)	25,000 Rs.
5	TV. VCR and Generator	300,000 Rs.
6	Honorarium for 5 resource teachers (a year) 12,500 x 5 x 12	738,000 Rs.
		1,342,000 Rs. US$ 6,704

The sources of income are as follow:

a) Monthly contribution by W.A. members - 550 x 100 = 50,000 x 12
= 600,000

b) Exhibition cum sale of home products - 125,000 = 125,000

c) Contribution from village Headman = 300,000

d) Donations from people

e) International Grant

f) Government's contribution in Total Budgeting

A management committee consisting of the following will be appointed: 3 office-bearers of the Women's Association, 2 village Section Chiefs from Health and Education, 1 school teacher from the village school, the village headman, the Imam of the mosque, 3 representatives of learners, 1 representative of the Co-operative Society and 3 government representatives from the Ministries of Health, Education and Agriculture. This committee will carry out planning, monitoring and co-ordinating of activities; fund raising and in general the total management of the Centre. The committee will meet once in 2 months.

It is expected that district level NGOs and other local NGOs will be identified and involved in the work of the Centre.

In the discussion of the Group Reports in the plenary the varying role of the government was noted. The Workshop met in plenary to discuss the role of the government, the NGOs and the donors.

The suggestions made by the participants are given below:

ROLE OF GOVERNMENT FOR THE IMPROVEMENT OF LEARNING CENTRES

SUGGESTION FOR GOVERNMENT'S ROLE

1. Government should circulate to all Government institutions to allow NGOs to use their building and education materials for Learning Centres when they are not in use by schools.

2. Government should formulate national policy and plan to promote Learning Centre involving NGOs.

3. Government should order all its staff to help NGOs in promotion of Learning Centres.

4. Government should try to find out what NGOs are doing for Learning Centres.

5. Government should promote coordination of NGO activities.

6. Government should enforce existing laws on child-labour, girls-trafficking, etc.

7. Government should help NGOs to mobilize learners.

8. Government should provide training to NGO's on mass mobilization, motivation, advocacy, etc.

9. Government should assist NGOs in providing transportation to the learners especially girls to attend the Learning Centres.

10. Government should develop MIS on Learning Centres operated by Governments and NGOs.

11. Government should help NGOs to link with donors.

12. Government should train its personnel to conduct proper monitoring and evaluation of Learning Centres run by NGOs.

13. Government should recognize and, if possible, purchase learning materials produced by NGOs.

14. Government should promote international exchange programme among NGO involved in Learning Centre activity.

15. Government should participate in NGOs Learning Centres activity providing support.

16. Government should involve NGOs in the implementation of inter-ministerial programmes.

ROLE OF NGOs FOR THE IMPROVEMENT OF LEARNING CENTRES

1. NGOs should form network and co-ordinate themselves who are engaging in Learning Centres.

2. NGOs should work keeping in view of Government policy and plans of Learning Centres.

3. NGOs should be accountable for proper functioning of Learning Centres to the target beneficiaries.

4. NGOs should organize awareness campaigns to promote Learning Centres.

5. NGOs should specialize in certain aspects of Learning Centres development.

6. NGOs should assist the Government in the promotion of Learning Centres.

7. NGOs should disseminate information on development activities to the people utilizing media such as newspapers, radio, T.V., etc.

8. NGOs should help Government in the development of learning materials and the training of personnel.

9. NGOs should prepare and publish annual progress reports.

10. NGOs should be allowed to evaluate Government Learning Centre programmes.

11. NGOs should mobilize resources from private enterprises to finance Learning Centres.

12. NGOs should submit their reports to the Government periodically about Learning Centres.

13. There should be exchange programmes among NGOs and private organizations engaged on Learning Centres.

14. NGOs should establish close relationships with grassroot people, especially disadvantaged populations.

15. NGOs should be free from unnecessary Government interference.

16. Local NGOs cells should be set up where Government and NGO representatives could exchange ideas freely.

17. NGOs themselves should initiate some supportive research activities in co-operation with research institutions on unique community problems.

18. NGOs should initiate more income generating activities to become self-sustained.

19. NGOs should not depend on donors all the time.

ROLE OF DONORS

1. Donors should provide assistance to meet the actual needs of community.

2. Donors should develop evaluation procedure to ascertain proper use of their funds by NGOs.

3. Donor agencies should make field visits before approving the projects for funding.

4. Donors should release funds to NGOs on time, so that they could carry out the Learning Centre's activities in time.

5. Donors should not try to impose their ideas on the recipients.

Chapter Eight

PHYSICAL SETTING, BUILDING AND FACILITIES

Physical Facilities

a) Location and Space

The Learning Centre can be located preferably in a public building easily accessible to the learners of the target community at a time convenient to them. It should have adequate space to satisfy four major functions of Learning Centre.

FOUR MAJOR FUNCTIONS OF LEARNING CENTRES	**- FACILITIES**
1. LITERACY,POST LITERACY AND VOCATIONAL EDUCATION,Etc.,	- LEARNING TRAINING SPACE
2. INFORMATION COLLECTION AND DISSEMINATION	- STORING,EXHIBIT
3. CO-ORDINATION AND NETWORKING	- MEETING SPACE
4. COMMUNITY DEVELOPMENT	- INDIVIDUAL SPACE COUNCELLING
ACCORDING TO DIFFERENT PROGRAMME	**- PROVISION OF OF FACILITIES**
GROUP A: SOCIAL GROUP AT THE LEVEL OF SURVIVAL	
1. Food	- Indoor Space
2. Shelter	- Kitchen
3. Pre-school or day care	- Cleanliness
4. Credit Programme(In future?)	- Toilet,
	- Semi-Covered Space
	- Safe Storage
GROUP B: UNDER PRIVILEGED SOCIAL GROUPS	**- INDIA, brick worker**
1. Legal counselling/literacy	- Teaching/learning space
2. Basic education	- Counselling room
3. Health service	- Safe storage
4. Formation of pressure group	- Clean water
5. Construction of Learning Centre using brick by workers themselves	

GROUP C: RURAL DEVELOPMENT SITUATION	-	**NEPAL, Girls trafficking and Aids**
1. Health Education		
2. Literacy class	-	Boarding of facilities
3. Vocation/skill training	-	Space

GROUP D : SOCIETY IN TRANSITION FROM AGRICULTURE TO INDUSTRY

1. Vocational Training	-	Various types of work area
2. Income Generation		
3. Credit Programme	-	Improvement of existing facilities
4. Introduction to Market Economy		

In the case of a Learning Centre providing vocational education, space has to be provided for appropriate work areas.

As has been noted elsewhere not all these resources need to be provided within the one building. Many Learning Centres establish satellite venues for particular activities.

Two examples of the layout of modest Learning Centres established to serve the need of rural development situations are illustrated in figures 1, 2 & 3. In each case the following planning principles were followed:

1. Plan a pleasant and comfortable space so that everybody in the community wants to participate in the Learning Centre activities.

2. Plan a place where new innovations start and duplicated by the community.

3. A place where the community members are proud of their cultural heritage.

4. Use time tested traditional local housing material and construction technique so that it will be sustainable and easy to maintain.

5. Design to promote hands-on-experience.

6. Provide boundary walls to define the total learning environment.

7. Combine built space, half built space and open space to be used for learning, so that the cost will be reduced.

8. Utilize every corner of the learning environment to maximize the use of space.

9. Plan to use two or three shifts a day and throughout the year.

10. Design to make a learner centred environment.

11. Design to reflect the culture and environment of its community.

STEPS TO BUILD A NEW LEARNING CENTRES

Step 1 : SET-UP CONSTRUCTION COMMITTEE

- A Management committee should appoint construction committee members from the promotor groups and communities.

Step 2 : SURVEY ON NEED VIS-A-VIS RESOURCE ARE REQUIRED

- An objective of survey is to arrive global estimate of work to be done for budget planning.

Step 3 : DESIGN ACCORDING TO INDIGENOUS HOUSING

- Use the wisdom of a local master builder by consulting.
- And come up with innovative ideas among users and educators.
- Finally ask a builder to prepare working drawings

Step 4 : CONSTRUCTION COMMITTEE TO NOMINATE BUILDER/SUPPLIER

Step 5 : SIGNING OF CONTRACT AND FIRST PAYMENT

Step 6 : CONSTRUCTION IN STAGES

Step 7 : SUPERVISE AND MONITOR BY TRAINED PERSONNEL

- Preferably trained site supervisor from such as UNV, NGO and private sectors.

Step 8 : FINAL INSPECTION AND PAYMENT

- In a big project, upto 10 % retention money may be paid after one year period and 2 1/2 % maximum penalty money for delay in construction.

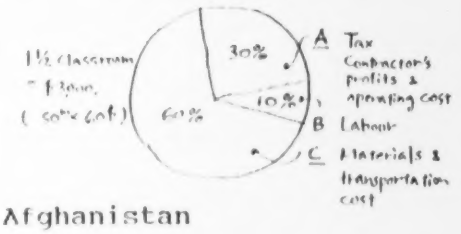
Step 9 : EVALUATION

COST AND MATERIALS

Low cost is not equal to low quality. By careful quality control, you can achieve high quality with low cost. With high cost material, if the quality of construction is also not good, you get low quality product or buildings.

You can obtain decent buildings for:

- One story = US$ 35-100/m²
- Two stories = US$ 120-160*/m²



* See Figure 4 Laos T.T.C. $60 for Afghanistan

** See Figure 5 Construction Materials are about the same, however highly industrialized countries such as Japan A will become 60% and C will be 30%.

***The cost of materials, such as cement, steel, sands, etc. in each locality should be obtained first to compare with the bill of quantities submitted by the Contractor.

The introduction of some concept used in market economy such as "QC" and "INTERFACE" should be introduced. Learners should become familiar with concept and words, also practice(e.g. one of the learners to be responsible for the maintenance of the Learning Centre.

QUALITY CONTROL: under Master Builder

- Selection of material
  - sand, salt free,if not, to be washed
  - stone, according to sizes and specifications
  - wood, according to grades
  - bamboo, soak in water for 3 months to last for 20 years

INTERFACE:
- Between user's height and seat height, table height
- Between bookshelf and different book sizes
- Between sSize of a note book and size of desk surface

MAINTENANCE:

- By periodical inspection and repair - daily/monthly/yearly
- Sewing machine
- Play equipments
- Learning spaces
- Toilet

FIGURE 1.A

LEARNING/TEACHING SPACE

The use of variety of space(semi-open, semi covered, open) along with rooms (enclosed space) will lower the cost per place . Depending on the climate and weather, it is more appropriate to study outdoor.

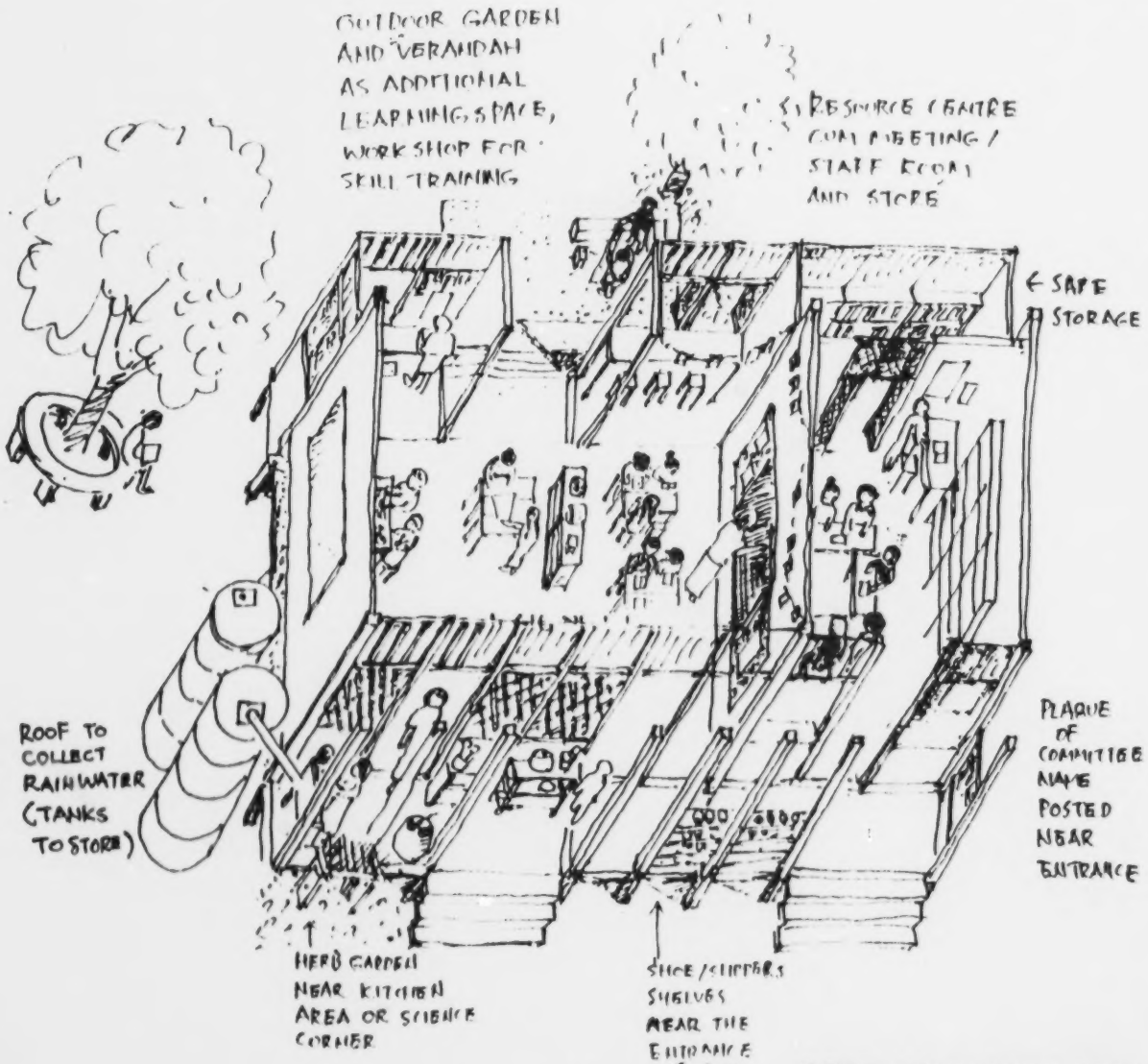

OUTDOOR GARDEN AND VERANDAH AS ADDITIONAL LEARNING SPACE, WORK SHOP FOR SKILL TRAINING
RESOURCE CENTRE COMPUTER / STAFF ROOM AND STORE
← SAFE STORAGE
ROOF TO COLLECT RAINWATER (TANKS TO STORE)
PLAQUE OF COMMITTEE NAME POSTED NEAR ENTRANCE
HERB GARDEN NEAR KITCHEN AREA OR SCIENCE CORNER
SHOE / SLIPPERS SHELVES NEAR THE ENTRANCE

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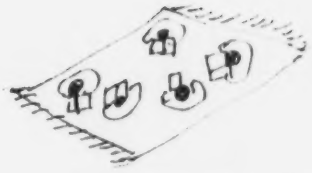
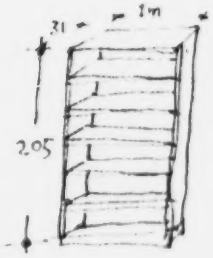
FIGURE 1.B

RESOURCE / COLLECTION MATERIALS

(LIBRARY)

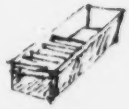


MAT READING CORNER



BOOK SHELVES

LOW SHELF



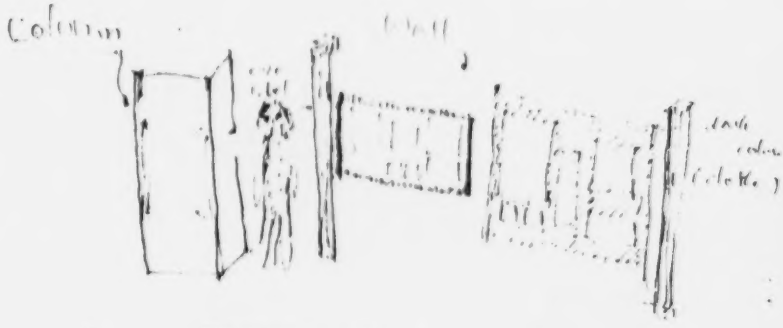
CATALOGUE BOX
(empty candy box)

FRAMED STRAW MAT

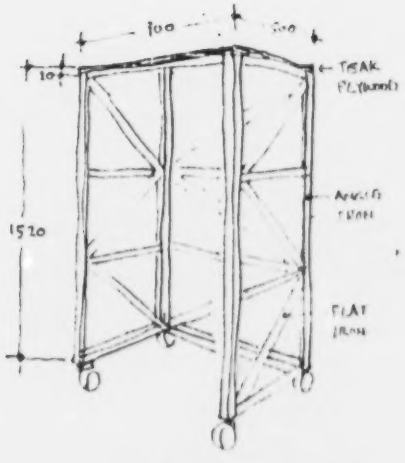
CLOTHES PEGS

CLOTH OR PAPER

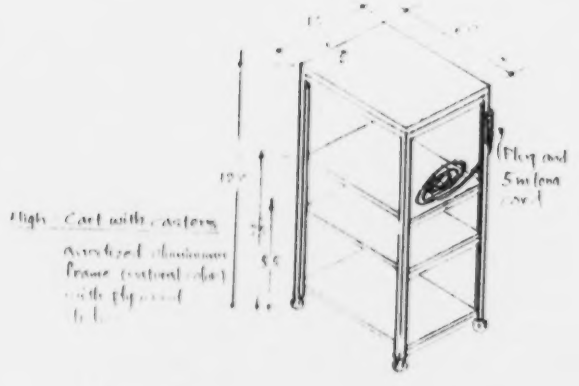
TEMPORARY BOARD



EXHIBITION WALL



SUPPORT FOR VIDEO



CART FOR A.V. EQUIPMENT

10%

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EXAMPLE OF LEARNING CENTRE

Phase I

One Multi-Purpose Block

(multi-purpose classroom/resource/staff)

A Toilet

Well or piped water

Phase II

A Two Classroom Block

Pre-School

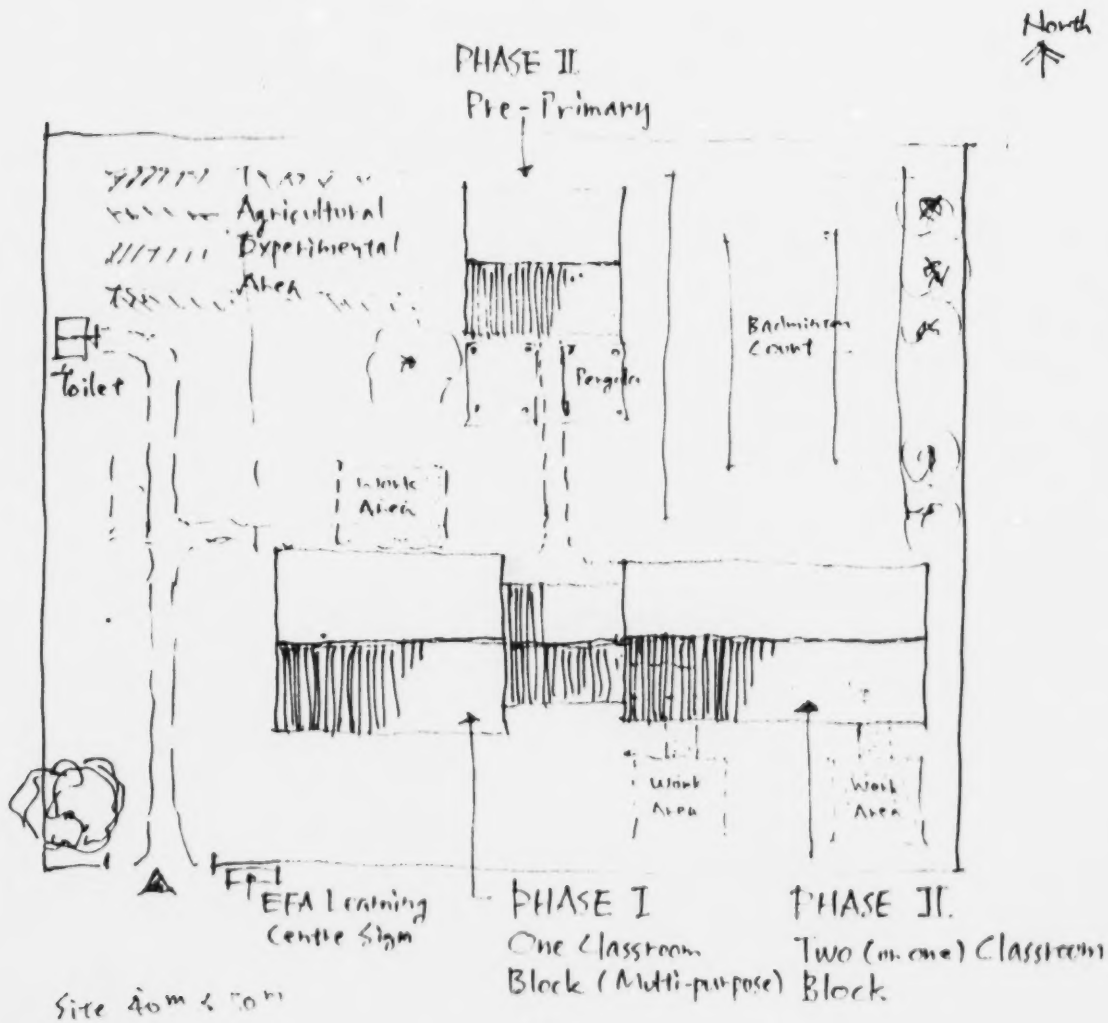

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FIGURE 3.

EXAMPLE OF LEARNING CENTRE

Phase I

One Multi-Purpose Block

(multi-purpose classroom/resource/staff)

A Toilet

Well or piped water

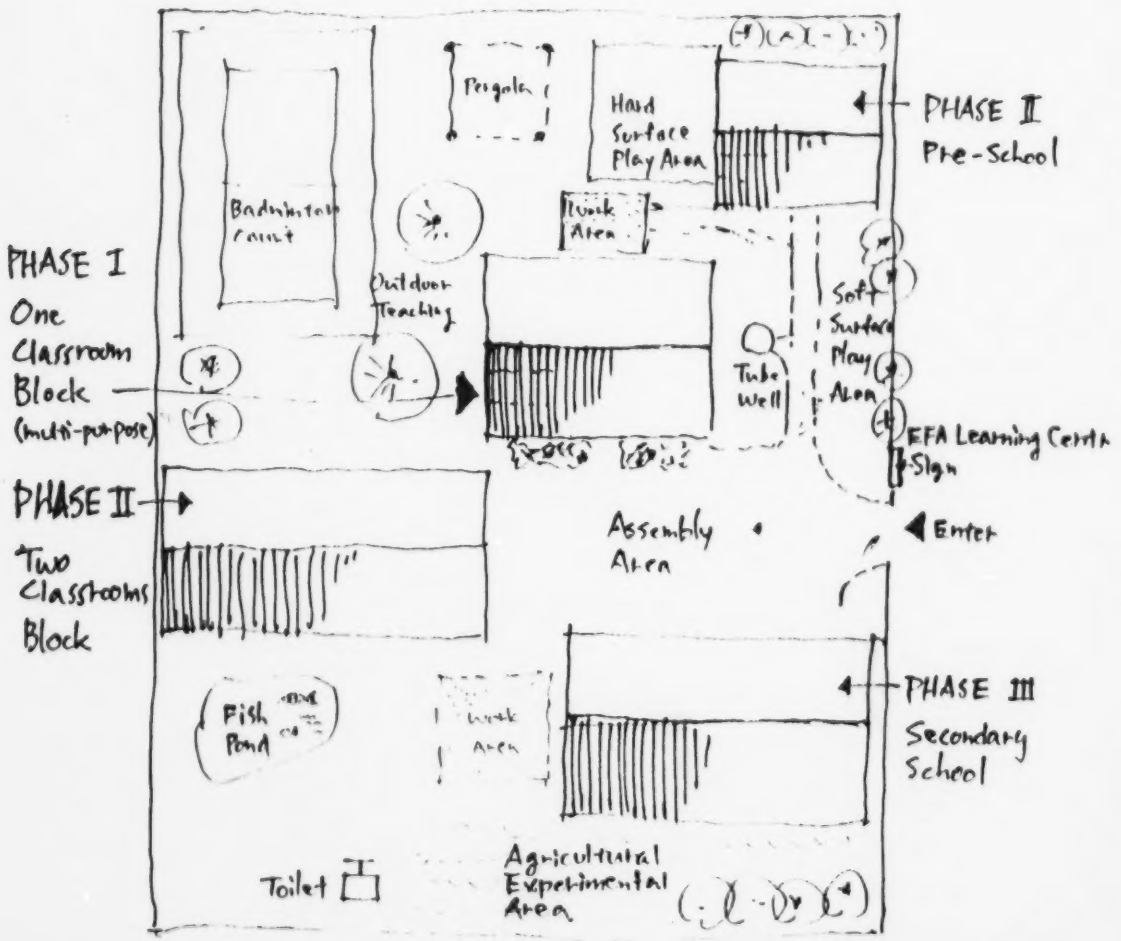
Phase II

A Two Classroom Block

Pre-School

Phase III

Secondary School



Site

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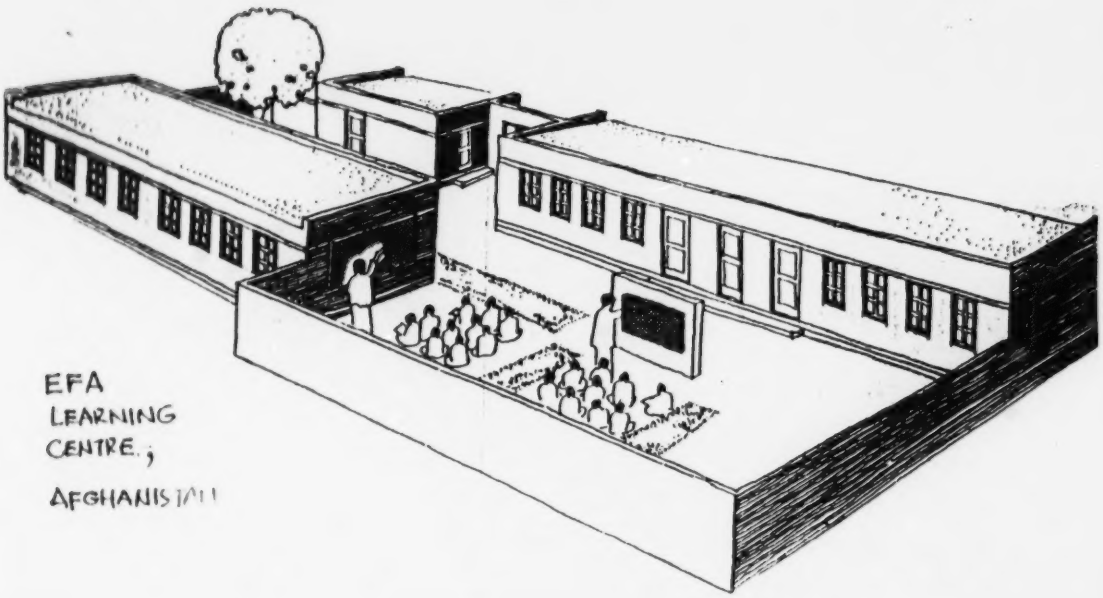
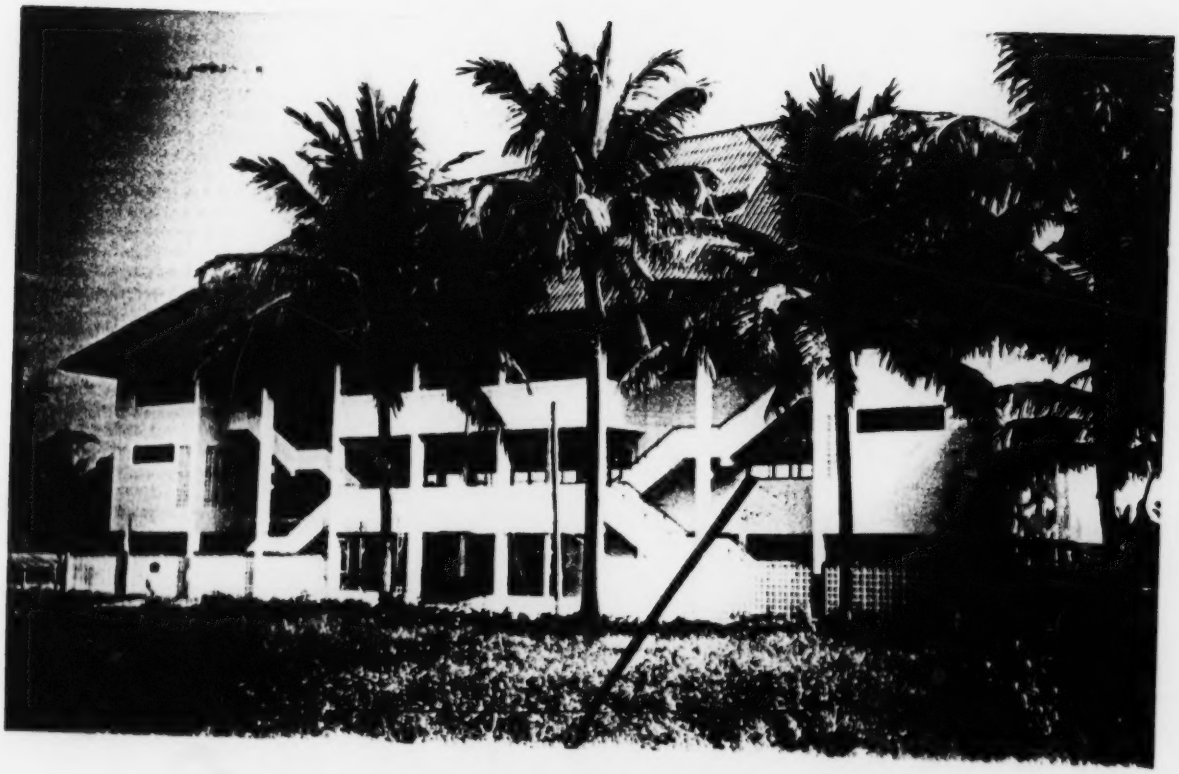
FIGURE .1.



EFA
LEARNING
CENTRE.;
AFGHANISTAN



TEACHER TRAINING COLLEGE, LAOS

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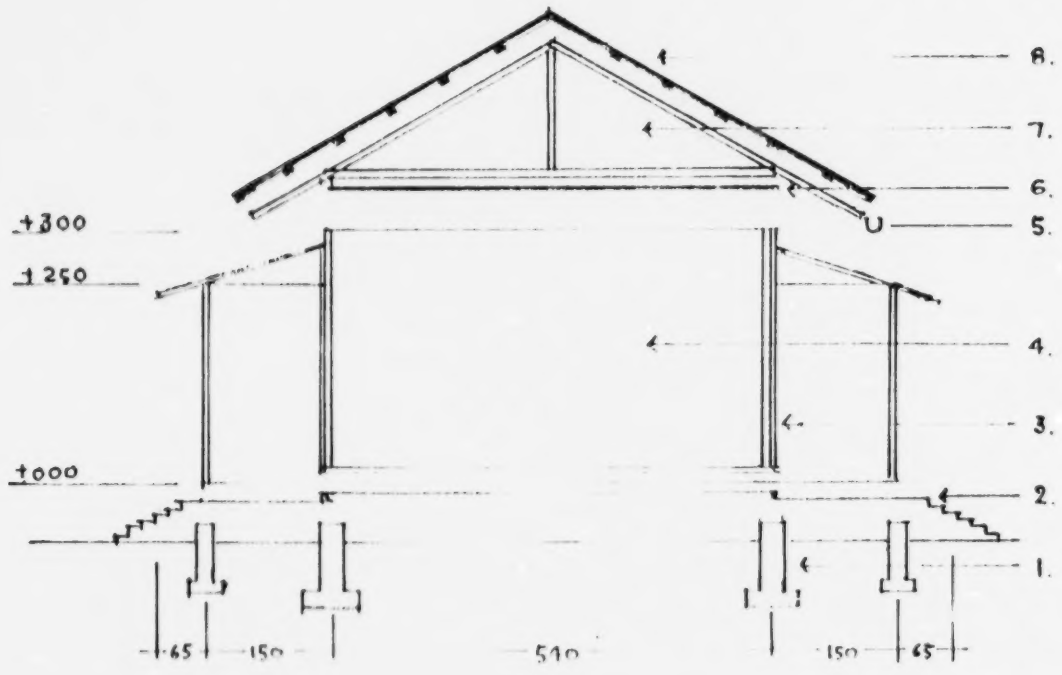
FIGURE 5

Building materials used in building construction depending on local availability



Building element	Materials
1. Foundation	river stone, brick, wood, bamboo, concrete, RC
2. Floors	bamboo, wood, tile, stone, cement, concrete, RC
3. Walls	bamboo, wood, brick, cement block
4. Partitions*	bamboo mats, lath and plaster, movable screen
5. Gutter**	bamboo, galvanized iron
6. Ceilings***	woven bamboo, lath and plaster
7. Roof	bamboo, wood pole, timber
8. Roof cover****	thatch, wood shingles, tiles, galvanized iron, see-through plastic for light

*. construct upto roof to stop noise transfer

** use if necessary to collect rain water

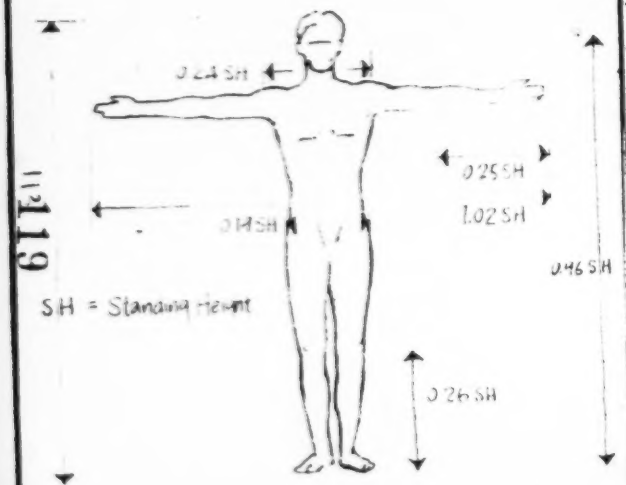
*** use if iron sheets are used for roof cover

**** do not use thatch if need to collect rain water

REFERENCE : 2, 3, 4, 22, 84, 85, 87, 88, 89, 90

ANTHROPOMETRICS

RELATIONSHIP OF SIZE OF THE PARTS OF THE BODY TO THE STANDING HEIGHT



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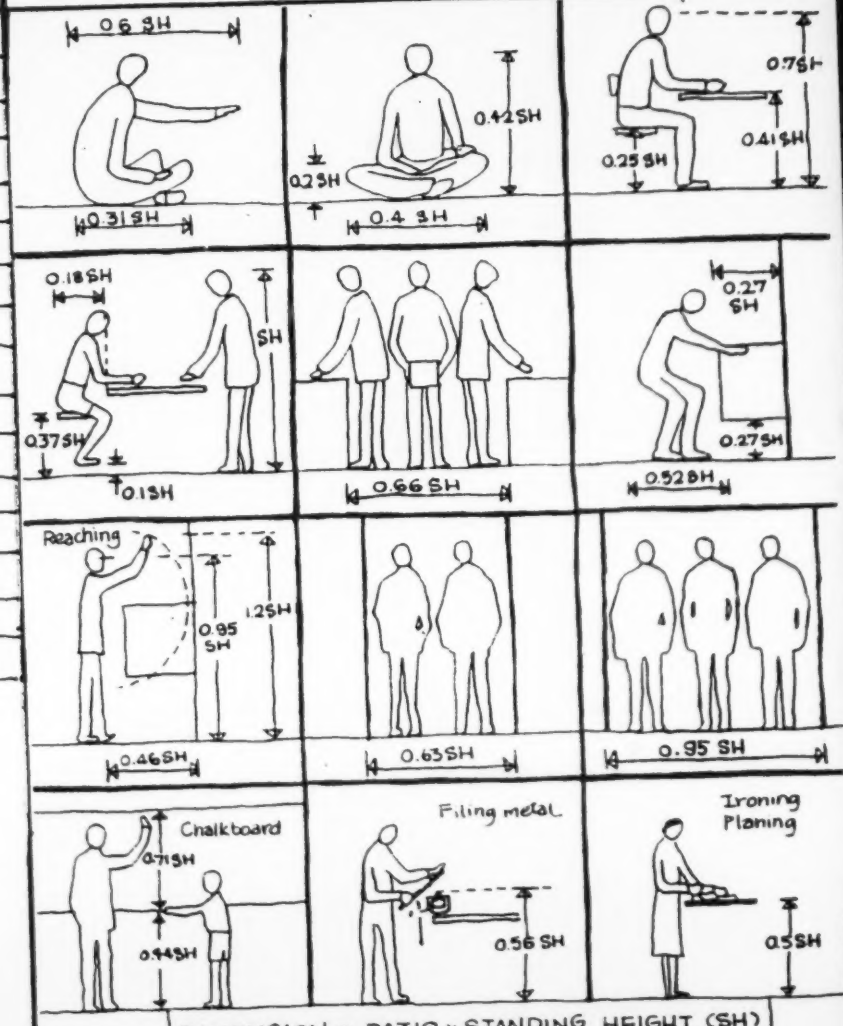
STANDING HEIGHT OF ASIAN CHILDREN

REGION / age	Height (cm) I	II	III
5	110	106	104
6	116	112	105
7	121	118	111
8	127	122	116
9	132	126	120
10	138	132	124
11	143	136	129
12	149	142	135
13	155	149	140
14	159	154	147
15	162	157	150
16	164	160	155
17	165	162	157
18	167	163	158

KEY RATIOS FOR TYPICAL EDUCATIONAL ACTIVITIES



DIMENSION = RATIO × STANDING HEIGHT (SH)

e.g. 14-year-old girl : 147 cm Seat height = 0.25 × 147 = 39 cm

NOTE : Always use standing-height data for children of your own country see References. If no data available, then collect them

Standing heights by growth rate group of children in 20 countries in Asia and the Pacific

Standing height range **120 - 125**
Standing height range **145 - 150**

Country	Sex	Standing Height (cm) at each (years)													
Group I		5	6	7	8	9	10	11	12	13	14	15	16	17	18
Australia (1970–72)	M	110	116	**122**	127	132	137	142	147	152	158	161	167	171	174
	F	108	115	**120**	126	131	137	143	148	153	156	159	161	162	162
Japan (1980)	M	110	116	**121**	127	132	137	143	150	156	163	167	169	170	
(1983)	F	109	115	**121**	126	132	138	145	151	155	156	156	157	157	
Singapore (1981)	M		118	**119**	125	132	138	144	149	156	163	165	170	170	172
	F		116	**119**	127	133	138	144	147	154	156	157	158	158	160
Tonga (1984)	M						138								
	F						140								
Mongolia				113					155					168	171
				112					153					158	161
Group II															
Papua New Guinea (1981)	M			**124**	126	129	138	140	145	146	158	163	164		
	F			**125**	129	136	140	145	150	153	158	159	157		
Afghanistan (1973)	M		112	118	**124**	128	132	134	140	147	154	156	163	167	173
	F		113	118	**123**	130	133	138	141	150	157	157		168	
Bangladesh (1981)	M	101	114	117	**122**	127	132	137	140	142	150	160	163	163	165
	F	107	112	119	**122**	124	132	135	140	142	147	150	152	155	160
Iran (1972)	M	109	113	118	**123**	127	132	137	141	145	150	154	159		
	F	106	112	116	**121**	126	131	136	142	147	150	153	155		
Korea, DPR (1979)	M		115	120	**125**	129	133	139	141	150	156	162	166	167	
	F		111	119	**124**	129	133	140	146	151	154	156	156	157	
Malaysia (1981)	M		114	119	**122**	129	133	136	141	149	156	161	166	168	168
	F		107	120	**117**	126	129	138	142	152	156	154	157	158	161
Sri Lanka (1971)	M	110	112	118	**124**	128	133	139	143	149	154	159	164	166	167
	F	109	111	111	**121**	125	130	137	143	149	152	153	153	154	154
Thailand (1979)	M	106	113	116	**121**	131	136	139	144	147	154	159	161	163	164
	F	107	112	116	**120**	126	132	137	142	147	150	152	153	154	155
Group III															
Philippines (1975)	M	102	107	112	117	**122**	126	132	137	145	150	157	161	162	163
	F	102	107	112	117	**122**	128	134	140	145	149	151	154	154	154
Bhutan (1984)	M	102	106	111	116	**121**	125	127	135	141	146	153	157	162	166
	F	100	107	113	115	**122**	125	132	136	138	148	152	155	156	156
India (1970)	M		105	112	117	**122**	127	130	135	140	144	153	156		
	F		102	109	116	**121**	128	134	137	143	147	148	149		
Kampuchea (1973)	M	109	110	113	117	**120**	125	130	135	141	149	154	160	163	163
(1911)	F	104	109	112	116	**121**	124	130	141	143	148	154	153	153	154
Laos (1981)	M			110	111	**113**	116	129	134	139	143	145			
	F			109	110	**112**	116	127	133	137	141	144			
Nepal (1979–81)	M		101	109	111	119	**123**	128	131	137	148	153	160	162	161
	F		105	112	115	118	**126**	132	138	145	150	160	162	161	
Indonesia (1972)	M		109	112	116	119	**122**	127	133	138	147	153	158	162	163
	F		109	113	115	119	**123**	128	135	140	148	151	152	154	154
Maldives (1974)	M	103	105	110	119	122	**124**	135	137	139	141	140			
	F	101	106	109	116	118	**121**	127	141	145	148	147			
standing height															
Group I	M	110	117	**121**	127	132	137	142	148	155	162	167	170	171	173
	F	109	115	**120**	126	132	138	144	149	154	156	157	159	159	161
Group II	M	106	113	119	**123**	126	132	136	141	147	154	159	164	166	167
	F	106	112	118	**122**	127	133	137	144	150	154	154	156	158	158
Group III	M	105	106	111	116	**120**	124	129	135	141	145	151	159	162	163
	F	102	103	111	115	**119**	124	129	135	141	148	149	151	152	153

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Chapter Nine

FOLLOW-UP PROGRAMME

After going through all the exercises on the concept clarification, functions, programming of Learning Centres the participants were considered ready to review their own projects in the light of the **ATLP-CE Volume VIII : LEARNING CENTRE DEVELOPMENT.**

Then each country team prepared follow-up plan of action. The title of the follow-up plans are given below:

COUNTRY	TITLE
1. BANGLADESH	Strengthening of Existing Learning Programs
2. CAMBODIA	Improvement of Literacy Classes in Cambodia
3. CHINA	National Workshop on Learning Centre Development
4. INDIA	Terakoyaism
5. INDONESIA	Strengthening the Learning Centre
6. LAO PDR	Vocational Training of Ethnic Minority Women
7. MYANMAR	Establishment of Non-formal Education Department Agency in Myanmar
8. NEPAL	Replication of UNESCO Learning Centre Concept in Nepal
9. PAKISTAN	Establishment of Learning Centres in collaboration with GOs & NGOs.
10. REP. OF KOREA	National Action Plan in Korea

11. SRI LANKA	- 1. National Workshop on the Development of Learning Centres.
	- 2. Training Course for Learn-Centre Personnel.
	- 3. Establishment of Learning Centre for the development of Human Resources in the locality around the life skills training centre - Naiwala, Veyangoda, Sri Lanka.
12. THAILAND	Non Formal Education Development
13. VIET NAM	- 1. Training of Continuing Education personnel
	- 2. Establishing a model Learning Centre

Chapter Ten

EVALUATION OF THE WORKSHOP

The Workshop was evaluated through two methods, one structured and the other open evaluation. The structured questionnaire was distributed to the participants and their return was analyzed. The open evaluation session was held on Friday, 11 November 1994, i.e. the last day of the Workshop.

The questionnaire was divided into two parts. There were 25 questions in the first part using three point rating scale through 3 symbols as follows:

3 = Fully satisfied/fully understood

2 = Satisfied/understood

1 = Uncertain/Room for improvement

The second part was for the general comments from the participants. Out of 34 of the participants and observers, 32 participants and observers followed up the questionnaire. Thus the return was 94 per cent.

	Aspects	Mean Score (Maximum score is 3)
A.	Objectives and concepts	2.4
B.	Processes and activities	2.5
C.	Materials and equipment	2.2
D.	Organization and arrangement	2.7

The above results show that most participants were satisfied and they have understood the aspects evaluated. The detailed analysis of the questionnaire is given in the following pages:

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Items				Mean score
A **OBJECTIVES AND CONCEPTS**				
1. Understanding the concepts of Learning Centres	24	7		2.7
2. Sharing of country experiences on Learning Centres	15	11	5	2.3
3. Clarification and discussion on the four functions of Learning Centres	19	11		2.5
o Community information and resource dissemination.	18	12		2.4
o Education and training.	17	13		2.4
o Community development activities.	16	13	1	2.3
o Coordination and networking with GOs and NGOs.	15	13	1	2.3

Items				Mean score
4. Ability to prepare programmes for Learning Centres under different socio-economic and social context.	13	19		2.4
5. Understanding the methodologies and technique of organizing and strengthening Learning Centres.	19	13		2.6
6. Understanding the methodologies and technique of linkage and networking.	19	11	2	2.5
7. Understanding how to prepare follow-up activities.	9	18	4	2.1

Items				Mean score
B. **PROCESSES AND ACTIVITIES**				
8. Presentation technique of resource persons.	14	15	2	2.3
9. Plenary meetings.	16	14	1	2.4
10. Small group discussions.	24	7	1	2.7
11. Four stations technique.	22	6	3	2.5
12. Field Visit	21	10	1	2.6
13. Participants' involvement.	16	12	1	2.3
C. **MATERIALS AND EQUIPMENT**				
14. Presentation of transparencies	14	11	2	2.1
15. Content of ATLP-CE Volume VIII: Learning Centres Development	14	10	3	2.0
16. Utilization of ATLP-CE Volume VIII in the Workshop	19	12	1	2.6

Items				Mean score
D. **ORGANIZATION AND ARRANGEMENT**				
17. Venue of the Workshop.	22	10		2.7
18. Duration	17	12	3	2.4
19. Food	12	14	6	2.2
20. Meeting, Rooms				
o Plenary	25	7		2.8
o Small groups	22	10		2.7
21. Role of resource persons	12	15	5	2.2
22. Workshop facilities	20	8	3	2.5
23. Secretarial service	19	11	2	2.5
24. Accommodation	14	13	5	2.3
25. Sightseeing	19	7	5	2.4

PART II : GENERAL COMMENTS

In the space provided please write your general comments under the headings given:

II.1. **Aspects of the workshop that the participants find most helpful**

- Small-group discussion
- Four station technique
- Field visit
- Understanding the concept of Learning Centres
- Explanation and content of the Learning Centre - manual
- Share experiences and knowledge about Learning Centres
- Plenary discussions
- Get to know many people and many NGOs
- Co-ordination between NGOs and Government participants
- Clarification and discussion on the four functions of Learning Centres

II.2 **Aspects of the workshop that may need improvement**

- Presentation and hand-outs by the resource persons can be improved.
- More active involvement of the participants.
- Every participant should share his/her experiences about Learning Centres in plenary.
- There should be more time for sharing of Learning Centre experiences.
- Resource persons should be available during group work.
- The manual (Volume VIII) is a draft manual and needs to be improved.
- To clarify the roles of resource persons and facilitators.
- More audio-visual materials are needed for presentation.
- Information on facilities at the venue could be more effectively disseminated.

- Field sites should include both Government and NGO supported projects.

- Urban areas should be included in the discussion.

- The food could be more varied.

- The duration of the workshop may be shortened.

- There should be a problem solving session.

- The bedrooms are small for two persons and toilet facilities not sufficient.

ANNEXES

Annex 1

Keynote Address

by **Prof. W A Wiswa Warnapala**
Hon. Deputy Minister of Education and Higher Education

I am extremely happy and honored to be among this distinguished gathering of intellectuals and educationists who have assembled here to discuss one of the important aspects of education, namely continuing education and its relevance to social and economic change. Before I speak of the relevance of the concept of continuing education in the Sri Lanka context. I would like to preface my address with a brief reference to the political change which took place in Sri Lanka nearly two months ago, and it was this political change which brought about a transformation in the style of Government in Sri Lanka. The Government of the People's Alliance led by the Hon. Prime Minister Mrs.Chandrika Bandaranaike Kumaratunga, whose visionary leadership is unique in the history of politics in Sri Lanka, is a regime committed to the restoration of a democratic political order in the country, and its political agenda includes such immediate objectives as the restoration of democracy, recognition of human rights, eradication of bribery and corruption and the restoration of peace among different communities. The Government of the People's Alliance hopes to formulate and implement policies and programmes with the objective of achieving three basic aims and they are as follows:

1. the right and freedom to live in a humane society

2. the establishment of a truly democratic political order; and

3. rapid and sustainable economic developments.

The aim, therefore, is to establish a new era of stability, development, democracy, freedom, peace and harmony and the political agenda of the new regime, in pursuance of the pledge placed before the electorate in August, 1994, would give priority to such fundamental issues as peaceful resolution to the ongoing ethnic conflict, eradication of bribery and corruption and the promotion of a free market economy subject to the preservation of certain vital aspects of a welfare state. These are not immediately realizable goals but the new regime is determined to overcome the impediments with a view to ensuring a process of democratic renewal in the country. The decline in democracy and the growth of political leadership now in power has shown considerable determination and muscle in arresting the trend that disturbed the proper functioning of a democratic political order in Sri Lanka. The new political leadership led by Madam Prime Minister has both the capacity and the tenacity to tackle

these issues before the nation. The institutionalization of both political violence and corruption is a major obstacle to the realization of a fully participatory democratic political order.

Certain vital efforts have been taken by the new Government to tackle such issues that impede the restoration a democratic political order in Sri Lanka.

In my view, the process of democratization of politics in Sri Lanka, which, in the last several decades deviated from its traditional levels of comparative political stability, is, to a great extent, is inter-twined with the process of educational change in Sri Lanka.

Sri Lanka has had a very impressive record in the area of social welfare and she achieved considerable successes in the area of education, health and physical quality of life. Nearly 10% of the Gross National Product (GNP) was invested in these services and the successive Government, due to continuous pressure from the masses energized through a highly competitive political party system, kept state expenditure on social welfare at a high level for over three decades. The investment in social welfare contributed to recognizable achievement in areas such as literacy, infant mortality and life expectancy which, in terms of international comparison, stood similar to the achievements of some countries in the developed world. This concern for social welfare of the masses is attributable to the political volatility of the rural voter whose political consciousness was a major element in the national electorate and the programmes affecting social welfare therefore given high priority in the context of a political system based on universal franchise. In the welfare oriented style of development in Sri Lanka, education, as the most important sector, received only 3.2 per cent of the G.N.P. which, in fact, was a decline when compared with the allocations made for education in the 1960's. A complete reversal of this trend is necessary if Sri Lanka is to develop her educational resources to meet the challenges of a new world dominated by a complex variety of technologies. Sri Lankan education system, though made impressive achievements in spheres such as equality of educational opportunity and access to education, still retains certain characteristics inherited during the colonial period.

Though the inequality of educational opportunity was corrected by various measures, the educational system remained strictly humanistic, resulting in a creation of an educated class, the sole aim of which is to obtain white-collar employment. The passing of examinations became the sole ambition, and through which a social status was derived; this, in fact, alienated the educated from the pursuit of occupations that involve manual work. This kind of imbalance in the system of education was largely due to the fact that the need to produce people for public service in the colonial period determined the pattern of educational progress in the

island. The impact of this colonial mould needs to be eliminated to orient education in the context of national development. The problem of the existing system of education is the failure of adaptation to the consequences of expansion and this resulted in a situation where every school leaver seeks a "good job" which are scarce in proportion to the number of school leavers. No attempt has been made to obtain skills necessary to lead a successful occupational life. Frustration and sense of alienation set among those young men who fail to get a good job. Yet another feature of the system is that the young men and women are trained to look on learning as a means not of gaining knowledge to do a job but of gaining the qualifications to do a job. The approach of the new Government educational change is to reorient the educational structure with a view to providing an education in keeping with contemporary and international developments, especially in the fields of Science and Technology.

Sri Lanka has had a unique record as a country with a literate population, and this, in effect, has contributed to the competitiveness of the island's political system. The present literacy rate stands at 86.2% and it is primarily due to the access to a system of free primary and secondary schools and the introduction of free education system for all levels of education. It is in this context of a high level literacy that one needs to examine the relevance of the concept of life long education for Sri Lanka. Sri Lanka, like any other country in the region, is a rapidly changing society, and in situations of consistent social change education too needs to be continuous. Changing realities in the world demand this continuity. It is my view that continuing education is a process which needs to be strengthened in a changing world environment, and this concept of **"Yavajiwa"** education is an educational concept based on both
Buddhist and Hindu traditions. The ancient Buddhist tradition demanded continuous education as a pathway to the realization of the ultimate goal. In this sense, Sri Lankan experience in **"Yavajiwa"** or life long education was based on a powerful oral tradition through which knowledge was transferred from one generation to another. Though, as a method of transferring knowledge, declined, conceptually the principle of life long education has its basis in the Buddhist tradition. The village temple led by the learned Buddhist monks became the seat of learning in the village. The mastery over Buddhist teaching continued throughout the life-span of an individual. Today knowledge is so vast that one cannot learn within the course of the formal period of education; the life long education should continue from birth to death and such a process is necessary for the proper functional use of the man for the benefit of the total society. It enables men and women of varied backgrounds to meet the challenges posed by the advancement of knowledge in fields such as Science and Technology. Yet, another advantage of life long education is that it provides the individual with an opportunity to pursue different interests at different stages of his career. Such

goals of life long education cannot be attained without a series of programmes directed towards the involvement of people in continuing eduction, and these programmes must be devised in such a way so as to see that people become active partners in the processes of development. Formal and non-formal channels of education in the country are insufficient to achieve this objective as "the development of all facets of an individual's personality", is a vital requirement of a development process based on a conscious citizenry. The development of individual personality can be achieved through a process of life-long education. Life-long learning, therefore, needs to be facilitated through a wide variety of programmes which must provide opportunities for adults to engage in any systematic learning relevant to their lives. Adult education is an integral part of this process, but it has its own limitations. Adult education programmes were very successful in the 1920's and the British Labour Party, for instance, made use of such programmes for politilization of the people. In Sri Lanka, adult education programmes have been comparatively successful, but the emphasis on that declined as a result of the improvements in educational opportunities. There was a period in which the concept of the night school was popular and now nobody speaks of a night school. In the period they served a vital purpose as school which catered for those people who demanded a knowledge of English. It is my view that a process of learning beyond the traditional school is still necessary in Sri Lanka as there is a fundamental need to link learning with peoples' day-to-day lives. Self-learning could be a profitable venture for which facilities such as community libraries, mobile libraries, and similar institutions need to be provided on an organized scale and such measures could certainly enthuse the masses to enter the process of life-long education. The level of literacy in Sri Lanka, in my view, provides the potential for this kind of educational change with which we can lay the foundation for a stable and developed society. In determining and implementing a clear concept of life-long education through a programme, one has to take into account the social and cultural context in which it is expected to operate. This, in my view, becomes a fundamental requirement because no programmes of this kind could succeed without a clear understanding of the social and cultural factors and the problems and concerns of the individuals in the community. It is only on this basis of this understanding that responsiveness of the community could be obtained to realize main objectives of an organized programmes of life-long education. I sincerely hope that the participants at this conference would give thought to some of these issues and I wish you all every success in your endeavour.

In the end I would like to thank UNESCO and NFUAJ for choosing Sri Lanka as a venue of this important Workshop.

Thank you.

Annex 2

Address by Mr. T.M. Sakya
UNESCO Representative and Coordinator "APPEAL"
UNESCO/PROAP

Prof. W.A. Wiswa Warnapala, Honourable Deputy Minister of Education and Higher Education;
Ms. K.I. Wickramasinghe, Vice-Chairperson of Sri Lanka National Commission for UNESCO and Additional Secretary, Ministry of Education and Higher Education;
Prof. Akihiro Chiba, Chair, Committee for International Cooperation, NFUAJ;
Distinguished Participants, Resource Persons, Guests;
Ladies and Gentlemen,

It gives me great pleasure to have this opportunity to welcome all of you especially the participants coming from different countries on behalf of the Director-General of UNESCO, on behalf of the Director of PROAP, and on my own behalf to the UNESCO Regional Workshop on Learning Centre Development, and NFUAJ Third Workshop for the Promotion and Development of the UNESCO Co-Actioh World Terakoya Movement held in this beautiful city of Colombo. On behalf of UNESCO I would like to express hearty thanks to Hon. Deputy Minister of Education and Higher Education of Sri Lanka for taking time out of his busy schedule to inaugurate the Workshop. UNESCO/PROAP is very glad that NFUAJ has decided to cooperate with UNESCO to organize the Workshop. First of all I would like to express our heartfelt thanks to the Sri Lanka National Commission for UNESCO and Ministry of Education and Higher Education for facilitating to organize the Workshop in Sri Lanka. I would also like to thank the Sri Lanka Foundation Institute for co-hosting the Workshop, and for all the assistance provided, to make our stay a pleasant one.

As you all know Asia and the Pacific is a vast and diverse region. The region contains some of the highly industrialized countries of the world. At the same time it has many least developed and developing countries. In between there are a group of fast developing countries. Between 1960 and 1990, there was a tremendous growth and development in all levels of education. The literacy rate also improved from 55.4 per cent in 1980 to 65.2 per cent in 1990. But the sad fact is that the number of illiterates also increased from 685 million in 1980 to 695 million in 1990. Most of the illiterates are female. Between 1980 and 1990, the number of female illiterates grew from 432 million to 446 million whereas the male illiterates decreased from 254 million to 249 million within the same period. The literacy situation also varies in different sub-regions. The number of illiterates is decreasing significantly in East and South-East Asia, but it is increasing in South Asian countries.

There seems to be a high correlation between poverty and illiteracy. Most of the people who are living under absolute poverty situations are the illiterates. Most of the countries in the region started their campaign for mass education in the 1950s after gaining political freedom from their colonial rulers. In 1960 a regional plan called Karachi Plan was launched by UNESCO with the aim to provide seven years of primary education to all children between 6 to 12 years of age by 1980. The Karachi Plan helped many countries expand primary education in an organized manner, however, the target of providing universal primary education by 1980 was not achieved in the region.

Experience in the region in the 1980s shows that linear expansion of formal primary education alone does not suffice in providing education for all. It is the combined approach of promoting primary education, literacy and continuing education which will bring progress. Thus, it is necessary to have a comprehensive education plan to provide basic education for all children, youth and adults in schools and out-of-schools.

Realizing this fact, the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP VI) recommended that UNESCO plan and implement a regional programme to universalize primary education and eradicate illiteracy by the year 2000. The General Conference of UNESCO (1985) authorized the Director-General to prepare and launch the Asia-Pacific Programme of Education for All (APPEAL) in February 1987 in New Delhi. The objectives of APPEAL are threefold: to achieve universal primary education, to eradicate illiteracy, and to provide continuing education. Since the launching of APPEAL, the Member States have taken a holistic view of basic education and are planning and managing basic education for all in an integrated and co-ordinated manner.

The World Conference on Education for All held in Jomtien, Thailand in March 1990 focused the world's attention on basic education. The World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs adopted by the conference has helped to strengthen countries resolve to achieve EFA by the year 2000.

The Fifth Regional Conference of the Ministers of Education and Those Responsible for Economic Planning held in June 1993 in Malaysia renewed commitment to basic education for all in Asia and the Pacific.

One of the most serious problems in the promotion of literacy is the weakness in the system of training of literacy instructors, supervisors and organizers. Therefore, UNESCO developed "APPEAL Training Materials for Literacy Personnel" (ATLP) in 1987 and it has organized several Regional and National Workshops to train key

literacy personnel. So far about 300 master trainers have been trained in the regional workshops and more than 3,000 literacy trainers were trained through national workshops. Ten countries have translated ATLP into their languages.

Development planners and futurists are saying that future society will be a knowledge based society. Those who can acquire, understand and use knowledge will prosper and those who cannot will lag behind. Due to the mass-media, information is in abundance. We are bombarded by information through radio, T.V. and the printed media every day. But information alone is not helpful unless it is properly organized, analyzed and synthesized with some objectives in mind. Education enables people to analyze and synthesize information in a systematic way and to use it wisely so that the individual and society can prosper. Situations change continuously, throughout a life time forcing people to learn new things all the time, hence the need for life-long learning systems. The role of literacy and continuing education is to help people acquire knowledge, skill and attitude according to their ever changing needs and use the information systematically, to improve their quality of life continuously throughout their life.

UNESCO has attempted to promote the idea of "learning society" all over the world through its very famous report called: "Learning to be: The World of Education, Today and Tomorrow, (Paris, UNESCO, 1972). The report recommended that all countries try to promote a learning society whereby everybody learns as well as teaches others throughout one's life. In a learning society schools and colleges as well as all other organizations such as factories, business enterprises, religious and social organizations, work as education providers. In the 1970s and 1980s, it was very difficult for many developing countries to promote the idea of a learning society. At that time many children, youth and adults did not even have a chance to acquire basic education. But now the development of learning societies is becoming more and more viable. In Asia and the Pacific with the exception of a few countries in South Asia, almost all the countries have been able to provide basic education for a majority of their population. All these countries are aware that education and human resource development will play a key role in the twenty-first century. Therefore, they are eager to promote a learning society in their own countries in preparation for information age. Based on the successful experience of ATLP, UNESCO Principal Regional Office for Asia and the Pacific (PROAP) is developing a series of manuals on Continuing Education with the help of literacy and continuing education experts from different countries in the region to promote lifelong education.

The First Meeting for Regional Co-ordination of APPEAL held in 1988 recommended that APPEAL promote the following six types of continuing education programmes in the Region. They are :

1. Post-Literacy Programme (PLP)
2. Equivalency Programmes (EP)
3. Quality of Life Improvement Programmes (QLIP)
4. Income-Generating Programmes (IGP)
5. Individual Interest Programmes (IPP)
6. Future Oriented Programmes (FOP)

UNESCO has organized a series of Technical Working Group Meeting of Experts to develop a series of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE) and developed the following manuals.

ATLP-CE Volume I	:	New Policies and Directions for Continuing Education Programme
ATLP-CE Volume II	:	Post-Literacy Programme
ATLP-CE Volume III	:	Equivalency Programme
ATLP-CE Volume IV	:	Quality of Life Improvement Programme
ATLP-CE Volume V	:	Income-Generating Programme
ATLP-CE Volume VI	:	Individual Interest Promotion Programme,
ATLP-CE Volume VII	:	Future Oriented Programme
ATLP-CE Volume VIII	:	Learning Centres Development

The purpose of the Workshop is to understand and practice the concept and function of Learning Centre. In order to help in understanding the Learning Centre concepts UNESCO and NFUAJ have developed a manual "Learning Centres Development" as an ATLP-CE Volume VIII. We also encourage the participants to share their experiences, so that we learn from each others' experiences and problems, and to find out ways to overcome them.

Since all materials under ATLP and ATLP-CE are just example they must be adapted according to the situation and needs of the countries. I hope this workshop will discuss thoroughly the

materials especially ATLP-CE Volume VIII and come out with strategies and plans of implementing them depending on the applicability to each country situation.

In the end I would like to place on record UNESCO's grateful thanks to the Government of Norway for proving funds for this project and to NFUAJ for co-hosting the workshop. Our thanks are also due to all experts who have contributed to develop the manual.

I wish you all will have very fruitful workshops in the coming week and a pleasant stay in Colombo.

Thank you.

Annex 3

Statement of Prof. Akihiro Chiba,
Representing NFUAJ, Japan

Honourable Deputy Minister of Education and Higher Education, Prof. Wiswa Warnapala;
Distinguished Vice-Chairperson of the Sri Lanka National Commission for UNESCO, Ms. K.I. Wickramasinghe;
Distinguished Director of the Sri Lanka Foundation Institute, Dr. Wesumperuma; and
Distinguished representative of UNESCO, Mr. Sakya;
Ladies and Gentlemen;

On behalf of NFUAJ, it gives me a privilege and pleasure as well to welcome all the participants to this beautiful city of Colombo to participate in this Regional Workshop on Learning Centre Development which UNESCO PROAP and NFUAJ jointly organize.

My first expression of appreciation goes to the host institution, the Sri Lanka Foundation Institute for its hospitality to accommodate us in this warm atmosphere. Although we hardly spent even a day yet, we already feel such warm reception and friendship.

Honourable Deputy Minister of Education and Higher Education. We are very privileged to have your presence here despite your heavy schedule. Both you and I were attending the 44th Session of the International Conference on Education in Geneva just two weeks ago to discuss the future of education for international understanding. It is indeed a great pleasure to see you again in such a short interval. I feel that the world is really becoming smaller.

NFUAJ is grateful to UNESCO to co-sponsor this Regional Workshop. We have always cooperated with UNESCO in the implementation of the World Terakoya Movement, but it is indeed an innovation this time to jointly organize the Regional Workshop so as to bring together the participants both from the government sector and NGOs.

I recall with pleasure one of my previous visits to this country in 1978 when the Conference of Asian Ministers of Education was held in Colombo. It was the time of my move from Paris to Bangkok to assume the new responsibility of the Deputy Director of the UNESCO Regional Office in Bangkok. I have full confidence that I was able to develop a full sense of cooperation and friendship with Asian colleagues and professionals during the tenure of my service in Bangkok. I always cherish such pleasant and most challenging experiences which keep bringing me back to the region even after my retirement from UNESCO.

The World Terakoya Movement started in 1990 -- the International Literacy Year and NFUAJ was honoured with the grant of the International Literacy Prize in 1991. Up until 1991, NFUAJ's contribution to the literacy projects took form of support to UNESCO Co-Action Programme. It means NFUAJ selected these interesting literacy projects out of UNESCO Co-Action Projects announced by UNESCO Headquarters and send its contributions in the form of UNESCO UNUM cheques. The first turning point came in 1992 when NFUAJ decided to ask the grassroot Literacy NGOs to directly send their application for support to NFUAJ which then selected the requests on the basis of newly established criteria. It was then titled ***"UNESCO Co-Action Learning Centre Programme."***

The first regional workshop was held in Kuala Lumpur in November 1992 with the participation of the representatives from those selected literacy NGOs. It was the first experience to share experiences mutually but more particularly for NFUAJ, to learn problems, trends and issues faced by NGOs in the field of literacy so as to improve its criteria of support for cooperation. We also decided to organize such regional or international get-together alternately in Japan and abroad every year, so as to form the network of literacy workers and NGOs.

The second workshop was organized in Nagoya Japan in September 1993. It was with the clear objective of facilitating the NGOs partners in developing countries to understand Japan better particularly through the home stay programme. It was in this workshop that we decided to adopt the new title of World Terakoya Movement more formally with the encouragement of the participants and UNESCO representatives. I feel confident that many participants have appreciated the genuine commitment of Japanese people for cooperation with grassroot literacy NGOs in the developing countries.

We are now meeting in Colombo, once again out of Japan. The innovation we have achieved this time is that we have managed to bring together the government sector professionals and NGOs. For achieving literacy or education for all by the year 2000, everyone appreciates the pressing needs for cooperation and coordination between the government and NGOs in each country, in order to maximize the country's drive for EFA. However, the reality is not necessarily moving in this direction. Therefore, we hope we will be able to find ways and means, through the work of this Regional Workshop, to facilitate such cooperation and coordination.

Therefore this workshop has a crucial role to play in the advancement of our joint efforts towards EFA.

NFUAJ is planning to organize in 1995 in Tokyo a World Conference of NGOs in Literacy with the full cooperation of UNESCO. The year 1995 is the mid-way point between the 1990 International Literacy Year and Jomtien Conference and the year 2000 and it is

also the year of celebrating the 50th anniversary of UNESCO. Through this World Conference, NFUAJ wishes to mobilize the World's NGO forces to join hand with the Governments in the march toward EFA and also to remind those leaders of the governments and the international agencies not to forget the spirit of Jomtien. NFUAJ hopes to find you all again in Tokyo next year.

Why is NFUAJ so active in promoting the noble cause of literacy? It is because the success of Japan in her modernization, and in scientific and technological development was based on the successful educational development. Furthermore, the earlier effort of the Meiji Government to establish the modern system of education, when Japan decided to open her from the feudal isolation for international contacts, was very much facilitated by the widespread existence of Terakoya throughout Japan. Terakoya was the spontaneous grassroot or ordinary peoples' initiatives for learning, so as to protect them and their rights and to progress humanly and materially.

NFUAJ therefore considers it most appropriate to highlight Terakoya in Japan's message to the world that education is the fundamental pre-condition for development, and it is the grassroot peoples' initiatives for learning which sustains the government efforts for educational development.

Although it is a short period, we feel we have already come a long way to consolidate the World Terakoya Movement and it is our utmost joy to see the grassroot literacy agency network not only being formed but also growing.

In pursuing our efforts, NFUAJ has kept a certain principles of action.

First, NFUAJ will always cooperate with UNESCO and in this region, we will fully support the objectives of APPEAL.

Secondly, NFUAJ complements UNESCO by concentrating its efforts to support grassroot NGOs, whereas UNESCO more often cooperates with the governments through the National Commissions.

Thirdly, the World Terakoya Movement adopts the approach of people to people or community to community solidarity and cooperation and not so much donor-recipient approach. It is the networking of people and community to learn mutually, to share happiness and joy, to care for well-being of all partners and to realize the world of mutual respect and support.

This is the direct reflection of the newly emerging concept in Japan of international solidarity, cooperation and action, namely to "live together," to "live together better and meaningfully" in the emerging world of interdependence and globalization.

Finally, its major objective is for Japanese to develop new values, capacity and attitudes to share, to care and to volunteer for contributing to the realization of the world of learning society.

In the recent session of the International Conference on Education in Geneva, I have stressed this point as the delegate of Japan, as the Honourable Deputy Minister has witnessed. Japan will continue to transmit this message to the international community. We feel that the lack of literacy and the failure to provide opportunities for EFA are in themselves the denial of human rights and we will act in solidarity with the all concerned.

Taking this opportunity, I should also like to emphasize as a member of the Japanese National Commission for UNESCO, especially as the chair of the APEID-APPEAL NDG, that Japan will continue to demonstrate its solidarity in support of the world's drive for EFA, though the Government contribution to UNESCO. ACCU's activity in support of resource centres for women's literacy and the literacy material development in rural areas and in NFUAJ's grassroot action through the World Terakoya Movement.

Let me once again express my appreciation to the Honourable Deputy Minister and to the host Institute and to UNESCO as well for realizing the organization of this Regional Workshop in Colombo.

Thank you.

Annex 4

Welcome Address

by Dr. D. Wesumperuma
Director, Sri Lanka Foundation Institute

The Hon. Deputy Minister of Education & Higher Education, Professor Wiswa Warnapala;
Mr. T.M. Sakya, Educational Adviser and Coordinator of APPEAL Asia-Pacific Programme of Education for all;
Mr. Prof. Akihiro Chiba, The Chairman of the Committee of International Cooperation of the National Federation of UNESCO Associations in Japan NFUAJ;
Mrs. K.I. Wickremasinghe, Chairperson of UNESCO National National Commission;
Additional Secretary, Ministry of Education and Higher Education;
Distinguished Resource Persons;
Distinguished Participants of the countries of the Region;
Distinguished Invitees;
Ladies and Gentlemen;

It is my privilege to welcome all of you to this inauguration of an important UNESCO regional Workshop on the subject of Learning Centre development and NUFAJ Third Workshop for the promotion and development of the UNESCO Co-Action World Terakoya Movement- and the word Terakoya is **"Learning Centre"**. It is my present privilege to specially welcome the Hon. Deputy Minister of Education and Higher Education who very kindly agreed to grace this occasion as our Chief Guest and to deliver the keynote address at this inauguration amidst his various other important and pressing duties.

I welcome you on behalf of all the organizers and particularly so on behalf of the Sri Lanka Foundation Institute because we are gracing this occasion and you have come to this Institute, and this is the first time you have come to this Institute since you assumed the office of the Deputy Minister of Education and Higher Education. So, we very much appreciate your presence today and look forward to hear your Keynote address.

Mr. T.M.Sakya, I welcome you on behalf of the Institute and I also want to thank you for providing the opportunity for the Sri Lanka Foundation Institute to host this important perhaps the first Regional Workshop of this magnitude on the subject of **Learning Centre** development. Please accept our gratitude.

Prof. Akihiro Chiba, I welcome you on behalf of the Institute and thank you for extending the cooperation of the NFUAJ for organizing this Workshop.

Mrs. Wickremasinghe, I thank you for your presence and also thank the UNESCO National Commission for all that the Commission did in the work of the organization for this important Regional Workshop. I welcome all of you.

Let me, I know after I speak Mr. Sakya and Mr.Chiba will touch on the major aspects relating to the Workshop and also the stand point of UNESCO and NFUAJ in respect of Learning Centre development. Let me however, very briefly put all of you in context in respect of this Workshop.

Our subject is Learning Center development. We know of many categories of **Learning Centres** but what is that Learning Centre that this Workshop will focus attention on? It is a learning Centre which functions at the local level serving small communities, Learning Centre that provides continuing educational opportunities for the immediate community, a Learning Centre that is multi functional therefore essentially we are focusing our attention on Learning Centres which are non-formal, multi functional providing continuing educational opportunities at the local level. They are, therefore essentially local level community Learning Centres. That is what we mean when we say Learning Centre in this Workshop.

Now who is participating? We have a strong delegation from UNESCO headed by the Head of APPEAL. UNESCO has in the past done a substantial volume of work on the subject of community centers. They have done studies, they have developed technical expertise and got out various materials, including manuals. So be into the workshop UNESCO which has many as six participants from UNESCO will bring in these resources, their technical expertise, documentation and studies that they have done in respect of Learning Centre Development in the region - in the Asia Pacific region.

The second category of participants are those from the NFUAJ. NFUAJ itself comes in with five participants/delegates. The national Federation of UNESCO Associations good many of you will know has worked and worked at the ground level at the field level in Japan as well as in many countries of the region in promoting this concept of Learning Centres as Community Learning Centres. NFUAJ supports many a venture specially non governmental initiatives in the countries of the region in promoting Community Learning Centres. For example, they have supported a number of Project initiated by NGOs' in Sri Lanka, so also in other countries. Therefore that delegation comes into the Workshop with the practical experience of working in Community Cetres. As they say the Terakoya Movement as a Movement of community development and change through Learning Centres. We get that kind of practical expertise into the quorum. Besides these two inputs, we have participation from a number of countries in the region. Already we have, participants have arrived from Bangladesh, Cambodia, China, India, Indonesia, Japan, Republic of Korea, Myanmar, Nepal,

Pakistan, Thailand, Vietnam and we have our own representatives from Sri Lanka. We are also expecting participants from two other countries, from Loas and from Mongolia. What would they bring into the Workshop? Could many of them have initiated and promoted, their managed Community Learning Centres in their respective countries and therefore they bring into the Workshop, their practical experience in the handling and also in the performance of the Learning Centres in their respective countries. Therefore we get a specific experiences which are country centred, and specifically location centred. Therefore you will see that into this Workshop we have gathered people with experience on the subject at different levels, the regional level, country, at different locations and that is why at the outset I mentioned that perhaps this must be the first Workshop of this magnitude when you take the participants and the participation of this magnitude in the Asia Pacific region.

Hon. Deputy Minister, we are very happy therefore you have decided to grace this very important activity of the region. What do we expect out of this - on the one hand those who have come from centres which are already managed and run by them, they will review the practice and the performance of those centres and see how those centres in the different countries of the region can perform better; how they could improve their performance. Secondly, UNESCO itself will see they have done a substantial volume of work, what will UNESCO do after the Workshop. They will get a sense of direction about the future activities in respect of Learning Centre development. So also with NFUAJ which are really involved at the ground level in a number of countries in the region we will learn what has happened in their respective centres which they supported and also we will get a sense of direction about their future activities. We will also want to see from the outcome of the conference what others could do. Government, other NGOs' who are interested in community development and the promotion of education and continuing education what they could do, what they could offer and how they could get about. Is this idea acceptable? And if so how they would get about. So these are the expected outcomes of this workshop as far as the SLFI is concerned this institution is very happy and delighted to host this workshop because we are an adult an education centre, a centre which has functioned in this country for 20 years, this is the 20th year of our existence which has in our adult education activities given a foremost place to the promotion of non-formal education continuing education, getting both government and non- governmental organisations, people's organisations, community based organisations, youth organisations involved in these educational activities. So, we are very happy to host you and we once again thank the Hon. Deputy Minister for gracing this occasion and I now invite Mr T M Sakya, the Educational Adviser and Coordinator of APPEAL to address you.

Thank you.

Annex 4a

Vote of Thanks by Mrs. K.I. Wickremasinghe,
Vice-Chairman of Sri Lanka National Commission for UNESCO
at the Inauguration of the Seminar on 3 November 1994

Hon. Deputy Minister of Education and Higher Education,
Prof. Vishwa Warnapala,
Mr. Sakya of APPEAL,
Prof. Akihiro Chiba of NFUAJ
Dr. Wesumperuma, Director, SLFI
Distinguished Invitees,
Participants,
Ladies and Gentlemen,

It is my pleasant duty now to thank you all for you presence this morning. First of all we are very grateful to you Sir, the Hon. Deputy Minister of Education and Higher Education, for being with us today despite your very tight schedule. We are aware how precious your time is, specially in view of the forthcoming elections. I thank you very much Sir, for your words of wisdom. Your talk was extremely interesting and informative.

I extend my thank next to UNESCO/PROAP for the initiative they have taken and the interest shown in the field of basic education and continuing education for development in the countries of the Asian Pacific region to be achieved through Community Learning Centres and for providing special financial assistance for the conduct of this Workshop. We are grateful to you for selecting this Sri Lanka as the venue of this Workshop. We consider it a great privilege at a time when an attempt is being made to achieve 100% literacy by the year 2000, in terms of the Jomtien Declaration and also in terms of the SARC Agreement. We also have to thank and be grateful to NFUAJ for financial assistance rendered towards the conduct of this Workshop. My special thanks to Prof. Chiba who represented NFUAJ. Your assistance has been extremely valuable for us and we know that Japan has been always giving us what is necessary for our development. We thank you very much.

A special word of thanks is due to the SLFI and its Director, Dr. Wesumperuma for organizing this Workshop and specially to his team of dedicated officials who worked behind the scene in making all this possible.

Thank you very much for your cooperation with the National Secretariat. On behalf of the Government, the Ministry of Education and Higher Education and the National Secretariat of UNESCO let me thank the participants for their presence. I welcome the participants of our neighbouring countries and thank them for being her with us today.

While welcoming them I also hope that they will make most of their stay here, that their deliberations here will be very fruitful and that they will come again may be some day not only to participate in conferences but just to see the country. May be you are here only for a few days, but I hope your stay in this country will be a very pleasant one.

I shall be failing in my duty if I do not express my thanks to the reporters and the distinguished invitees who have given us all the moral support and encouraged us by their presence here today.

Thank you very much.

Annex 5

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Annex 6

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